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ABSTRACT

These curriculum materials are intended to supplement classroom resources for teaching middle school students about the roots of the nation's heritage and the responsibilities of U.S. citizenship. The materials are divided into 16 sections: (1) "Purpose"; (2) "Letter from Superintendent"; (3) "Forward: Miracle of America"; (4) "Preface: From Oppression to Freedom"; (5) "American Heritage Themes' (6) "1776 Declaration of Independence--Freedom" (HISD Character Education Focus January); (7) "1776 Lives, Fortunes, Sacred Honor--Freedom" (HISD Character Education Focus December); (8) "1776 Monarchy Game--Freedom and Progress" (HISD Character Education Focus February); (9) "1789 Thanksgiving--Unity" (HISD Character Education Focus November); (10) "1792 United States Flag--Unity and Freedom" (HISD Character Education Focus April); (11) "1814 Star-Spangled Banner--Unity" (HISD Character Education Focus May); (12) "1861 Gettysburg Address--Responsibility" (HISD Character Education Focus October); (13) "1864 National Motto--Progress" (HISD Character Education Focus February); (14) "1886 Statue of Liberty--Freedom" (HISD Character Education Focus March); (15) "1892 Pledge of Allegiance--Unity" (HISD Character Education Focus May); and (16) "2000 What Is an American?--Responsibility and Unity" (HISD Character Education Focus March). (BT)

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America's Heritage: An Adventure in Liberty. Middle School Edition. First Edition.

Houston Independent School District
American Heritage Education Foundation, Inc.
Robert and Janice McNair Foundation

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AMERICA'S HERITAGE

an adventure in liberty

LIBERTY ENLIGHTENING THE WORLD

Middle School Edition

First Edition

Developed and provided by
The Houston Independent School District
in cooperation with
The Robert and Janice McNair Foundation
and
The American Heritage
Education Foundation, Inc.

"If a nation expects

to be ignorant and free,

in a state of civilization,

it expects what never was

and never will be."

Thomas Jefferson

1

America's Heritage: An Adventure in Liberty

Curriculum materials for Middle School Teachers

Teachers are provided these resources as a supplement to school resources as they deliver instruction focused on developing an understanding and teaching of our nation's factual and philosophical heritage to promote Freedom, Unity, Progress, and Responsibility among our students and citizens.

Developed and provided by:

The Houston Independent School District

in cooperation with

The Robert and Janice McNair Foundation

and

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Purpose

In 1995, the Texas Legislature directed the State Board of Education to implement the following law:

> The State Board of Education and each school district shall foster the continuation of the tradition of teaching United States and Texas History and the free enterprise system in regular subject matter and in the reading courses and in the adoption of textbooks. A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.
>
> Texas Education Code §28.002(h)

The American Heritage Education Foundation, Inc. (AHEF) is a non-profit corporation dedicated to the understanding and teaching of our nation's factual and philosophical heritage to promote freedom, unity, progress, and responsibility among our students and citizens. AHEF has provided these materials to help students become thoughtful, active, and productive citizens.

For more information, contact:

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MEMORANDUM November 7, 2000

TO: All HISD Teachers and Administrators

FROM: Rod Paige
Superintendent of Schools

SUBJECT: ***AMERICA'S HERITAGE: AN ADVENTURE IN LIBERTY***
FIRST EDITION HISD SUPPLEMENTAL CURRICULUM

Texas Education Code 28.002 (h) *Required Curriculum* provides that "a primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage." In keeping with this mandate, I want to share with you a supplemental curriculum entitled, *America's Heritage: An Adventure in Liberty*. I believe this concept is vitally important to the future of our nation. With your leadership, this curriculum can positively and creatively influence our students to become productive, committed United States citizens. In so doing, the personal growth of our students will profoundly impact our entire socio-economic system of freedom and free enterprise.

I have a personal commitment to this effort. It is my hope that all of us in the Houston Independent School District share the strong, common goal and desire that our citizens and leaders of tomorrow will embrace the four key themes of this curriculum: freedom, unity, progress, and responsibility. Although this supplemental curriculum is a continuing, year-round program, it could also be intensified during November, HISD's American Heritage Month. Additional American Heritage Month materials and activities are included.

If you have any questions or need additional information, please contact your district superintendent. Thank you for your interest and support.

Rod Paige RP

RP:nb

cc: Board Members

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FOREWARD

The Miracle of America: A Revolutionary Idea

In only a little more than 200 years, our ancestors transformed this country from a wilderness into a great nation. This nation demonstrates what can be accomplished by free people who create a government limited to serving the people rather than being their master.

The moral and ethical basis of good conduct was derived from the faith that built America. That faith grew from the common belief that each individual is endowed with basic rights and responsibilities by our Creator. That is the foundation of our democratic republic expressed in the Declaration of Independence.

Today, we live in a highly interdependent society that cannot work well unless there is a general agreement on the rules of good conduct and the penalties for the violation of these rules. Our Founding Fathers also emphasized that a democratic republic cannot survive without a high degree of literacy and knowledge.

More importantly, the survival of our democratic republic depends on trustworthy citizens who support a common set of moral and spiritual values for individual conduct and values rooted in the beliefs and knowledge of the Founders of America who were responsible for writing the Declaration of Independence.

The character of society is determined by how well it transmits true and time-honored values from generation to generation. These values are not an add-on or supplement to national values but rather determine the character and essence of the country itself.

I commend the educators who will use this material in teaching their students the roots of our heritage and the responsibilities of American citizenship as well as the need for all of us to express our patriotism and love of country to those we touch.

Dr. Richard J. Gonzalez
Co-founder,
American Heritage Education Foundation

PREFACE

1776

From Oppression to Freedom

Modern History's First Experiment in Self-Government:

Do Americans Today Understand What Freedom Really Means?

The concepts of freedom, equality of all men, unalienable rights, and self-government of, by, and for the people are, historically, very new ideas. Modern man's recorded history is approximately 5,000 years old, yet the American experiment in self-rule is only 225 years old.

What types of governments or societies existed on our earth prior to 1776? Except for the city-states of classical Greece and, to a lesser degree, parliamentary England after the 1642-48 English civil war, all nations were organized in one form or another under "Ruler's Law" in which all power and decision-making rests in one central, authoritarian unit. Ruler's Law has existed in many forms:

Monarchy: a royal government headed by a monarch, a hereditary sovereign or king, who rules by 'divine right,'

Autocracy: government by an absolute dictator or monarch who rules by inherent right, subject to no restrictions,

Plutocracy: government by an exclusive, wealthy class,

Aristocracy: government by those with inherited titles or those who belong to a privileged class,

Oligarchy: government by an exclusive few,

Empire: an aggregate of kingdoms ruled by a monarch called an emperor,

and

Military Dictatorship: government by one or a few top military leaders.

(Skousen, *The Making of America* 44)

Ruler's Law possesses definite, key characteristics that its related forms of government tend to hold in common:

1. Government power is exercised by compulsion, force, conquest, or legislative usurpation.

2. Therefore, all power is concentrated in the ruler.

3. The people are treated as subjects of the ruler.

4. The land is treated as the realm of the ruler.

5. The people have no unalienable rights.

6. Government is by the rule of men rather than by the rule of law.

7. The people are structured into social and economic classes.

8. The thrust of government is from the ruler down, not from the people upward.

9. Problems are solved by issuing new edicts, creating more bureaus, appointing more administrators, and charging the people more taxes to pay for these services.

10. Freedom is not considered a solution to anything.

11. The transfer of power from one ruler to another is often by violence.

12. Countries under Ruler's Law have a history of blood and terror, in both ancient and modern times. The lot of the common people being ruled is one of perpetual poverty, excessive taxation, stringent regulations, and continuous, oppressive subjugation to the rulers.

(Skousen 44-45)

In 1776, Charles Pinckney, the first president of South Carolina's first congress and a delegate to the Federal Constitutional Convention, in considering the governments of the world, observed:

> "Is there at this moment, a nation upon earth that enjoys this right [freedom and democracy], where the true principles of representation are understood and practiced, and where all authority flows from and returns at stated periods to the people? I answer, there is not. All existing governments we know have owed their births to fraud, force, or accident" (Elliot cited in Skousen 3).

This stifling social oppression under Ruler's Law resulted in very little human or economic progress throughout history, meaning that little opportunity existed for commoners to improve their lives beyond a bare subsistence level. In Europe, including England, for a commoner or slave to even

consider the possibility of freeing himself from his life of social and economic servitude was simply unthinkable and would have been a treasonous offense of religious heresy. While the American colonists were left mostly to themselves from 1607 to 1763 and generally governed themselves along various themes emphasizing freedom of land ownership, market, trade, and religion for over 150 years, the English monarch and British parliament very strongly regarded the American colonies as English colonies and the colonists themselves as British subjects—not Englishmen.

In England, the monarchy (made up of hereditary rulers) dominated life. This dominance by the monarchy was justified and supported by the Church of England which solidified its own powerful standing in English life by affirming the monarchy's Divine Rights in exchange for ecclesiastical power. This system of state-church power imposed a social ladder on society with the monarch at the top of the ladder followed by a limited number of positions at each lower socio-political rung. The Church of England justified this hierarchical class order on the basis that this was God's will and was a part of the natural order of life—part of the great chain of existence from king to servant/slave that provided order for the entire universe. Further, England's schools and churches affirmed that no one could advance or prosper on this societal ladder above his or her predestined position. The English people were expected to know their place within this pre-established social class order and to duly perform the duties of their station in life.

When English parliamentary sovereignty became established in 1688 as a result of the English civil war, the monarch remained sovereign in name only. However, this change at the top of the socio-economic ladder did very little to affect the largest portion of the English population who still considered themselves ruled by the powerful upper-class of English life. The American colonists still considered themselves Englishmen ruled by the King of England.

Interestingly, several generations of American colonists from 1607 to the mid 1750's suffered few English impositions due to the colonies' slow economic development, distance from England, and general unimportance to England. The colonies, therefore, developed a rather natural free market and free trade system of capitalism based on private land ownership, individual initiative, competition, and supply and demand. Freedom of religion was also a key component of colonial life. However, the colonists' relative freedom from English imposition did not last. Because of the French and Indian Wars (1754-1763), the British national debt doubled, and by the 1760's, the English treasury lay in shambles. As the colonial economic system grew, England began a stringent effort to enforce the Navigation Acts of a hundred years earlier in the 1650's and 1660's. The Proclamation Line of 1763, the Sugar Act (1764), the Currency Act (1764), the Stamp Act (1765), the Townsend Acts (1767), the Quartering Acts (1766 and 1774), and the Quebec Act (1774) were all attempts by the British to replenish its treasury and to gain absolute control of the colonists and their growing colonial economy.

As the American colonists gradually realized that the king and Parliament would never voluntarily release their control over their subjects and that the socio-political structure of society was unlikely to change with respect to how England viewed the colonists, they began to recognize their ultimate need to permanently break away from their homeland. They were not, however, brash or ignorant in making their decision. Many of these Americans, who would later become the "Founding Fathers" of a new country, carefully studied their philosophical position with England. They knew the classics and Biblical, Greek, Roman, European, and American history. Their minds, Skousen notes, were arguably more far-ranging and profound than those of any collection of advanced scholars in the field of political studies up to and including the present: "The Founders often read the classics in their original language. They were familiar with Plato's Republic and his Laws; with Aristotle's Essay on

Politics; with the political philosophy of the Greek historian, Polybius; with the great defender of republican principles, Cicero; with the legal commentaries of Sir Edward Coke; with the essays and philosophy of Francis Bacon; with the essays of Richard Hooker; with the dark foreboding of Thomas Hobbes' Leviathan; with the more optimistic and challenging Essays on Civil Government, by John Locke; with the animated Spirit of The Laws, by Baron Charles de Montesquieu of France; with the three-volume work of Algenon Sidney who was beheaded by Charles II in 1683; with the writings of David Hume; with the legal commentaries of Sir William Blackstone; and with the economic defense of a free market economy by Adam Smith called The Wealth of Nations" (61).

In June of 1776, Thomas Jefferson, a well-educated Virginian lawyer, was asked to formally prepare and write America's Declaration of Independence. None of the Founders "could have brought to this assignment a more profound and comprehensive training in history and political philosophy than Jefferson. Even by modern standards, the depth and breadth of his education are astonishing. . . . He had begun the study of Latin, Greek, and French at the age of nine. At the age of sixteen he had entered the College of William and Mary at Williamsburg as an advanced student. At the age of nineteen he had graduated and immediately commenced five years of intensive study with George Wythe, the first professor of law in America. During this period he often studied twelve to fourteen hours per day. When he was examined for the bar he seemed to know more than the men who were giving him the examination. By the time Jefferson had reached early adulthood, he had gained proficiency in five languages. He had studied the Greek and Roman classics as well as European and English history and the Old and New Testaments" (Skousen 27).

While studying the history of ancient Israel and before writing the Declaration, Jefferson made a significant discovery. He saw that at one time the Israelites, after having come out of Egypt between 1490 and 1290 B. C., practiced the earliest and most efficient form of representative government in an otherwise tyrannical world. The Israelites were led by Moses, a man of great notoriety among the Jews in that day because he had spent forty years in the palace of the Pharaoh and was being groomed in Ruler's Law to succeed the Pharaoh on the throne of Egypt. (Skousen 48) Governing 600,000 Israelites by Ruler's Law, as it were, proved an impossible task for Moses. He therefore organized the people into groups of a thousand families with one leader per group. He further divided these groups into smaller sub-groups each with its representative leader—hence history's first experiment in representative self-government among family groups. (50) "As long as the Israelites followed these fixed patterns of constitutional principles they flourished. When they drifted from these principles, disaster overtook them" (27).

Jefferson also learned that the Anglo-Saxons, who came from around the Black Sea in the first century B. C. and spread all across Northern Europe, somehow got hold of and practiced these same principles following a pattern almost identical to that of the Israelites until around the eighth century A. D. . (Skousen 32). As a result, the Anglo-Saxons were an extremely well-organized and efficiently-governed people in their day. (54-55) Jefferson became proficient in the language of the Anglo-Saxons in order to study their laws in their original tongue. He noticed the striking resemblance between Anglo-Saxon laws and the system of representative law established by Moses. Jefferson greatly admired these laws of representative government—"Ancient Principles" he called them—and constantly emphasized the need to return to them. (27-28) He expressed his admiration for these laws in a letter to Edmund Pendleton on August 13, 1776:

> "Are we not better for what we have hitherto abolished of the feudal system: Has not every restitution of the ancient Saxon laws had happy effects? Is it not better now that

> we return at once into that happy system of our ancestors, the wisest and most perfect ever yet devised by the wit of man, as it stood before the eighth century?" (Boyd cited in Skousen 33)

"It is interesting," notes Skousen, "that when Jefferson was writing his drafts for the Virginia Constitution prior to his writing of the Declaration of Independence, he was already emphasizing the need to return to the 'Ancient Principles'" (28).

"For seventeen days Jefferson composed and revised his rough draft of the Declaration of Independence. The major portion of the Declaration is taken up with a long series of charges against King George III [of England]. However, these were nearly all copied from Jefferson's draft of the Virginia Constitution and his summarized view of the Rights of British America. To copy these charges into the Declaration would not have taken him more than a single day. What was he doing the other sixteen days? It appears that he spent most of the remaining time trying to structure into the first two paragraphs of the Declaration at least eight of the Ancient Principles in which he had come to believe. His views on each of these principles are rounded out in other writings, and from these various sources we are able to identify the following fundamental principles in the first two paragraphs of the Declaration of Independence:

1. Sound government should be based on self-evident truths. These truths should be so obvious, so rational, and so morally sound that their authenticity is beyond reasonable dispute.

2. The equal station of mankind here on earth is a cosmic reality, an obvious and inherent aspect of the law of nature and of nature's God.

3. This presupposes (as a self-evident truth) that the Creator made human beings equal in their rights, equal before the bar of justice, and equal in His sight (with individual attributes and personal circumstances in life varying widely).

4. These rights which have been bestowed by the Creator on each individual are unalienable; that is, they cannot be taken away or violated without the offender coming under the judgment and wrath of the Creator. A person may have other rights, such as those which have been created as a 'vested' right by statute, but vested rights are not unalienable. They can be altered or eliminated at any time by a government or ruler.

5. Among the most important of the unalienable rights are the right to life, the right to liberty, and the right to pursue whatever course of life a person may desire in search of happiness, so long as it does not invade the inherent rights of others.

6. The most basic reason for a community or a nation to set up a system of government is to assure its inhabitants that the rights of the people shall be protected and preserved.

7. And because this is so, it follows that no office or agency of government has any right to exist except with the consent of the people or their representatives.

8. It also follows that if a government, either by malfeasance or neglect, fails to protect those rights—or, even worse, if the government itself begins to violate those rights—then it is the right and duty of the people to regain control of their affairs and set up a form of government which will serve the people better"

(Skousen 28).

From their studies of the classics and these ancient principles, the Founders sorted out what they considered to be the best and most enduring ideas for the prosperity and peace of a free people under a republican system of self-government. Their resulting Declaration of Independence established a New Order of the Ages based on the belief that man's freedom was a gift from God, not given or taken away by a mortal king as was the case under the Old Order.

The principles of the Declaration were clearly very strongly influenced by the Bible. The Founders interpreted the Bible differently than the Church of England. They believed that the Bible revealed that all individuals regardless of race, creed, or color were free and equal in the eyes of God and should not be subservient to mortal men or man-made, vested rights but only to God Himself and His laws. The Founders' independent study of the Bible without the coercion of the state Church of England helped them reach these general beliefs—that all men, whether they believed in God or not, whether or not they were of different religious, social, economic, or educational backgrounds; of different mental or physical characteristics and ability; or of any other difference of any kind; were equal before the Creator with respect to their God-given rights. This Declaration, our nation's birth certificate, is still considered next to the Bible history's greatest written philosophy about the unalienable rights of every man, woman, and child and the people's free will to govern themselves in any way they choose. The first two paragraphs of the Declaration express these convictions:

> *When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.*
>
> *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Government long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct object the Establishment of an*

absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

It is clear that the Founder's believed that this new nation was "A Nation Under God" even if all of its citizens did not necessarily believe in a Supreme Being or attend a church. Indeed, a non-believer's right of thought opposing the idea of a God was just as important and just as protected as the right of others to believe in a Supreme Being as the source of the nation's freedom. Accordingly, the Founders felt that a national government should not create a national church to support the government and to coerce its citizens as the English government had done with the Church in England—that in this sense the government and the church should be separate in order to maintain equality among all religions. They believed that private citizens should have the freedom to choose their own religion and church without government influence as well as the freedom not to believe in God or to attend any church. At the same time, the Founders themselves strongly believed that the underpinnings and foundation of the new country and the rights of its people were inspired by a Supreme Being whose law was delineated in the Bible—a book which they felt should be openly and freely discussed and studied in their schools, businesses, and governmental institutions. The conclusion of the Declaration evinces their belief both in a Supreme Being and in the right to freedom from British rule:

We, therefore, the Representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

To declare independence from Britain meant to proclaim the religious, social, political, and economic freedom of all men. The implications of this Declaration of Independence were historically monumental by philosophically undermining the entire socio-economic, political, and religious foundations of any country under Ruler's Law. Since every nation in the world in 1776 governed its people under Ruler's Law, the Declaration of Independence tore out by its roots the centuries-old practice of government under such law.

It is therefore easy to understand that "the delegates who subscribed to this document signed their names in blood. Had the Americans lost the Revolutionary War and been captured, they would have been summarily convicted of treason. The penalty for high treason against the British Crown was:

To be hanged by the head until unconscious.
Then cut down and revived.
Then disemboweled and beheaded.
Then cut into quarters.
Each quarter was to be boiled in oil and the remnants scattered abroad so that the last resting place of the offender would remain forever unnamed, unhonored, and unknown"

(Skousen 31).

In light of such severe, appalling penalty, what kind of men were they that declared themselves to be independent from Great Britain? Were they thoughtless, impulsive, violent men? Twenty-four were lawyers and jurists, eleven were merchants, and nine were farmers and large plantation owners. They were men of means, well-educated. They signed the Declaration of Independence knowing full well that the penalty would be death if they were captured.

Five signers were captured by the British as traitors and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons in the Revolutionary Army. Another had two sons captured. Nine of the 56 fought and died from wounds and the hardships of the Revolutionary War.

Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept from the seas by the British navy. He sold his home and properties to pay his debts and died in rags.

Thomas McKean was so hounded by the British that he was forced to move his family almost constantly. He served in the Congress without pay, and his family was kept in hiding. His possessions were taken from him, and poverty was his reward.

Vandals or soldiers or both looted the properties of Ellery, Clymer, Hall, Walton, Gwinnett, Heyward, Ruttledge, and Middleton.

At the Battle of Yorktown, Thomas Nelson, Jr. found that the British General Cornwallis had taken over the Nelson home for his headquarters. Nelson quietly urged General George Washington to open fire, which was done. The home was destroyed, and Nelson died bankrupt.

Francis Lewis had his home and properties destroyed. The enemy jailed his wife, and she died within a few months.

John Hart was driven from his wife's bedside as she was dying. Their 13 children fled for their lives. His field and his grist mill were laid waste. For more than a year he lived in forests and caves, returning home after the war to find his wife dead, his children vanished. A few weeks later he died from exhaustion and a broken heart.

Norris and Livingston suffered similar fates.

Such were the stories and sacrifices of the American Revolution. These were not wild-eyed, rabble-rousing ruffians. They were soft-spoken men of purpose and education. They had security, but they valued freedom more.

And so it has been with thousands of Americans for over two centuries who have sacrificed their lives and bodies to defend freedom from oppression not only in America but in countries all around the world. Americans have long helped natives in war-torn lands rebuild their once-oppressed countries in order to stimulate the common people to lift themselves out of destruction and depression. The spirit of freedom and brotherhood among Americans and toward other nations has many times inspired a responsibility to help our neighbors as well as old war enemies. This spirit is based on the strong American belief that every person's right to life, liberty, and the pursuit of happiness should be respected. Helping rebuild Germany and Japan after World War II are perhaps our country's most dramatic examples of forgiving our enemies and helping them recover from war's devastation once

their tyrannical and aggressive governments were deposed.

When considering why so many average Americans have dedicated their lives to preserve freedom, we consider the same reasons why millions of people from all over the world have migrated to America from foreign countries—for the political, social, religious, and economic rights preserved in our nation and defended by its Constitution for all of its citizens:

The Right to worship God in one's own way or the freedom to not worship or believe in a Supreme Being,
The Right to free speech and a free press,
The Right to assemble peaceably,
The Right to petition for redress of grievances,
The Right to privacy in our homes,
The Right of Habeas Corpus and no excessive bail,
The Right to Trial by Jury and to be innocent until proven guilty,
The Right to move about freely at home and abroad,
The Right to free elections and personal secret ballot,
The Right to work in callings and localities of our choice,
The Right to bargain with our employers and employees,
The Right to go into business and compete for a profit,
The Right to bargain for goods and services in a free market,
The Right to contract our affairs,
The Right to the service of government as a protector and referee, and
The Right to freedom from arbitrary government regulation and control.

These are the rights in our country for which Americans are willing to die. Such devotion has reaped a nation with unprecedented freedoms and prosperity.

Jefferson was one such American of devotion. During the American Revolution, Jefferson, who had become a delegate to Virginia's state assembly, was convinced that the Americans were going to win their battle for freedom. He feared, however, that they would not know what to do with their freedom. It therefore was Jefferson's hope that if he could guide Virginia to be a model for other states, that the newly liberated people would be psychologically and constitutionally prepared to govern themselves. In October, 1776, Jefferson literally smothered the Virginia House with new bills in an effort to establish "a system by which every fiber would be eradicated of ancient or future aristocracy and a foundation laid for a government truly republican" (Bergh cited in Skousen 34).

Although it took many years to achieve the adoption of all of his reforms, Jefferson, due to his unusual intensity and aggressiveness, was largely responsible for clearing out traces in Virginian law of feudalism, aristocracy, slavery, and the worst parts of British statutory law which Virginia had inherited from England.

By the end of the nineteenth century, this political and economic formula for freedom that Americans continually fought for was beginning to give Americans the highest standard of living in the world. With less than 6 percent of the earth's population, our spirit of freedom, creativity, ingenuity, and private economic opportunity enabled Americans to produce more than half of the entire world's goods and services. The free-market, capitalist system envisioned by the Founders was based on those prevalent and firm ideas of freedom and individual rights combined with the following common-sense

ideas of economic advancement:

1. Nothing in our material world comes from nowhere—everything in our economic life has a source, a destination, and a cost that must be paid.

2. All production of goods and services come from the people, not government. Everything that government gives to the people must first be taken from the people.

3. In a free country, all employment ultimately comes from customer purchases. If there are no customers, there can be no jobs. Worthwhile job security is derived from these customer purchases and customer satisfaction.

4. Job security is a partnership between workers and management to win and hold customers.

5. Workers' wages are the principal cost of goods and services. Wage increases must result in greater production to avoid increases in the cost of living.

6. All productivity is based on natural resources whose form and placement are changed by human energy with the aid of tools.

7. In a free country, tools come from temporary self-denial by people in order to use part of their earnings as capital for the production of new tools.

8. The productive and efficient use of tools has always been highest in a free and competitive country where decisions and action are made by free, progress-seeking individuals, rather than in a central government-planned society under Ruler's Law where the Ruler's primary goal is to preserve their position of authority over the people.

A comparison between United States and Soviet Union economies in 1991 demonstrates the eighth item:

	U. S. A (Free country)	U. S. S. R. (Centrally-Planned country with Ruler's Law)
Population	250,410,000	290, 938,000
Area	3,618,769 sq. mi.	8,649,496 sq. mi.
Gross National Product (GNP)	$5,234 billion	$2,526 billion
GNP Per Capita	$21,040	$8,819
Food Expenditure as a % of Total Private Consumption	12.2%	38.0%
Telephones/100 people.	76.0	11.3
Televisions/1,000 people	812	319
Radio Receivers/1,000 people	2,120	686
No. of deaths/1,000 people	8.7	10.4
Life Expectancy	75.6	69.5
Infant Mortality Rate/1,000 live births	10.4	23.7

(*Statistical Abstract of the U. S.*, 1991)

It is clear that as a free-market economy based on free private opportunity, the U. S. has achieved a larger and more mature economy than the Soviet Union under a Ruler's Law system even though the Soviet Union has more resources including coal, natural gas, crude oil, cement production, nitrous ammonia production, marketable potash, iron ore, manganese ore, zinc, nickel, lead, and chromite. The United States' economic system, a product of a free society and free economic opportunity, encourages individuals and companies to make a profit in order for business to expand, thereby providing more jobs, more production, and increasing profits that, ultimately, help the entire nation to prosper.

Hard work, frugality, and thrift then make possible compassion for those citizens who need assistance. Alexis de Toqueville wrote in 1835 in his *Democracy in America* that Americans were on their way to becoming the most prosperous and best educated people in the world who also happened to be the freest people in the world. The world would also learn that America contained the most generous people on earth. Private citizens in the U. S. donate billions of dollars to charities, schools, universities, libraries, foundations, hospitals, churches, synagogues, and a multitude of other important benevolent causes. In 1993, for example, individual charitable deductions amounted to a staggering $126.2 billion from over 35,700 non-governmental, non-profit organizations whose goals were to assist and aid in social, educational, religious, and other activities deemed to serve the common good. Over 68,400 grants exceeding $10,000 and totaling $5.6 billion were made by private and corporate foundations across the country. An astonishing forty-eight percent (48%) of the adult population contributed an average of 4.2 volunteer hours per week across the country in the fields of education, health, human services, youth development, religion, foreign aid, etc. This level of voluntary gifts, donations, and time far exceeds that of any other country in the history of mankind.

Though free-market economics based on free political institutions and personal freedom and responsibility was not widespread throughout the world even in the 1990's, the free-market economy based on freedom has proven itself enormously successful. The Founding Fathers should receive the highest scores possible for designing a remarkable system of social, political, and economic freedom that, while having imperfections, is the admiration of people everywhere who believe that freedom, as envisioned by the Declaration of Independence and the U. S. Constitution, is the key to progress for the betterment of all of a nation's citizens.

It is vitally important that our students and our citizens become increasingly proficient and well-informed in the inspired, virtuous, and noble ideas that are our nation's foundation for a free society. By learning and understanding the basic philosophical concepts of freedom, education, private investment, job growth, and profit incentive, our students will be better equipped to approach the responsibilities and tasks to act and serve in society. In knowing our nation's historical and political foundation, our citizens and students will perpetuate this ongoing miracle of a viable and energized constitutional republic so that freedom, unity, progress, and responsibility through this system of self-government will not perish from our earth.

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★ American Heritage Themes ★

Purpose

The purpose of this lesson is to teach students the meaning of four important themes in American history – freedom, unity, progress, and responsibility. Students will analyze quotations related to the themes and then complete a writing or collage activity explaining or illustrating one or more of the themes.

Objective

The student will explain the significance of freedom, unity, progress, and responsibility in American history.

Theme

Americans are responsible for communicating to future generations a blueprint of the ideas of how the country was formed, gained freedom, and unified our citizens to progress toward a better life for ALL people.

NCSS Standards

IIc. identify and describe selected historical periods and patterns of change within and across cultures.
IXf. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.
Xa. examine the origins and continuing influence of key ideas of the democratic republican form of government.
Xd. practice forms of civic discussion and participation consistent with ideals of citizens in a democratic republic.

Time

60 minutes

Materials

- ★ American Heritage Themes handout
- ★ American Heritage Themes templates
- ★ Art supplies (as needed)

Preparation

- ★ Copy American Heritage Themes handout for each student.
- ★ Copy American Heritage Themes templates (as needed).

Focus

Write the word "freedom" on the board. Ask students what they think freedom means. Write student responses on the board. Repeat this activity for the words unity, progress, and responsibility. Tell students that these four words are important themes that appear in quotes of famous Americans throughout history.

Activity

1. Read and discuss the quotations on the handout. Note vocabulary that may be unfamiliar. Discuss or have students research the context of the quotations and/or information about the individuals being quoted.
2. Have students working individually or in groups use copies of the templates, art paper, and/or poster boards to illustrate the meaning of one or more of the themes. Students may use words, sentences, paragraphs, pictures, or quotations from the handout or other sources to illustrate their themes.

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Students should consider the meaning of the themes for Americans today. continued

Closure

Remind students that freedom, unity, progress, and responsibility are themes from American history that are still important to Americans today.

Assessment

Students will write an essay explaining the importance of freedom, unity, progress, and responsibility to Americans in the twenty-first century.

Freedom

The God who gave us life,
gave us liberty at the same time.
Thomas Jefferson
1743-1826

There is nothing on this earth
more glorious than a man's freedom,
and no aim more elevated than liberty.
Thomas Paine
1737-1809

Is life so dear or peace so sweet,
as to be purchased at the price
of chains or slavery?
Forbid it, Almighty God!
I know not what course
others may take, but as for me,
give me liberty or give me death!
Patrick Henry
1736-1799

Unity

We must all hang together, or
assuredly we shall all hang separately.
Benjamin Franklin
1706-1790

E PLURIBUS UNUM – From Many, One
The Great Seal of the United States
1782

Be Americans.
Let there be no sectionalism,
no North, South, East or West:
You are all dependent on one another
and should be in union.
In one word, be a nation:
be Americans, and be true to
yourselves.
George Washington
1732-1799

Freedom, unity, progress, and **responsibility** are central themes in America's heritage that generations of Americans from various backgrounds have embraced for over two centuries.

Progress

This society of free, self-reliant individuals has brought about the greatest outburst of creative human energy ever known, producing more social, economic, and health advances than ever before in history—the miracle that is America. Yet there is more to do. The most rapid, permanent progress is achieved through individual freedom, education, productivity, and morality.
Dr. Richard J. Gonzalez
1912-1998

The main fuel to speed our progress is our stock of knowledge, and the brake is our lack of imagination. The ultimate resource is people—skilled, spirited and hopeful people who will exert their wills and imaginations for their own benefit, and so, inevitably, for the benefit of all.
Julian Simon
1932-1998

Responsibility

God grants liberty only to those
who love it and are always ready
to guard and defend it.
Daniel Webster
1782-1852

For, however loftily the intellect of man may have been gifted, however skillfully it may have been trained, if it be not guided by a sense of justice, a love of mankind, and a devotion to duty, its possessor is only a more splendid, as he is a more dangerous, barbarian.
Horace Mann
1796-1859

And so, my fellow Americans,
ask not what your country can do for you;
ask what you can do for your country.
John F. Kennedy
1917-1963

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★ American Heritage Themes ★

Freedom	***Unity***
Progress	***Responsibility***

★The Declaration of Independence★

Purpose

The purpose of this lesson is to teach students about the important American ideas found in the Declaration of Independence. Students will become familiar with the overall structure of the document by putting together a puzzle of the text. A vocabulary and comprehension activity focuses on the opening passage of the Declaration.

Objective

1. The student will list the grievances the English Colonists used as reasons to declare their right to be free from English rule.
2. The student will use the Declaration of Independence to analyze the ideas of:

A. Purpose of Government
B. Human rights
C. Social Contract theory

Theme-Freedom

The Declaration of Independence is based on "Natural Rights." Our most basic rights are given to us by nature.

NCSS Standards

Id. explain why individuals and groups respond differently to their physical and social environments and/or changes to them.

IIc. identify and describe selected historical periods and patterns of change within and across cultures.
VIb. describe the purpose of government and how its powers are acquired, used, and justified.
VIf. explain conditions, actions, and motivations that contribute to conflict and cooperation among nations.
Xa. examine the origins and continuing influence of key ideals of the democratic republican form of government
Xh. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.

Time

45 minutes

Materials

- ★ "The Declaration of Independence" text handout
- ★ "The Declaration of Independence" puzzle
- ★ "The Declaration of Independence" activity sheet
- ★ Dictionaries

Preparation

- ★ Copy and cut the Declaration of Independence puzzle for pairs or groups of students.
- ★ Copy the Declaration of Independence activity sheets for each student.

Focus

Ask students the name of the holiday on July 4th (Independence Day). Ask students if they know what important event happened on July 4th. (The Declaration of Independence was adopted on this date in 1776.)

Explain --The Social Contract Theory

The concept of the Social Contract Theory was developed by John Locke. Locke believed that government is created to protect the citizens. If the government fails to

protect or becomes tyrannical or abusive, the people have the right to overthrow or change the government.

Activity

1. Provide students with a copy of the complete text of the Declaration of Independence from either this packet or some other resource. Give copies of the Declaration puzzle to pairs or small groups of students. Students should use the text of the Declaration to put the puzzle in the correct order.

2. Have students define on the worksheet the four main sections or subpoints of the Declaration of Independence. Then form discussion groups about these concepts:
   - ★ Purpose of government
   - ★ Basic human rights
   - ★ Wrongs done by the King
   - ★ Declaration of independence by the colonies

3. Have students complete the vocabulary and comprehension activity sheet focusing on the opening passage of the Declaration.

Closure

Review the three parts of the Declaration of Independence and the important ideas included in the opening passage.

Assessment

Students will write a paragraph or journal entry explaining why the God-given rights of life, liberty, and the pursuit of happiness are important to people today.

In Congress, July 4, 1776
the Unanimous Declaration
of the Thirteen
United States of America

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners, refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of , and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms: Our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the Representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain, is and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

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He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

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That these United Colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain, is and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

THE DECLARATION OF INDEPENDENCE

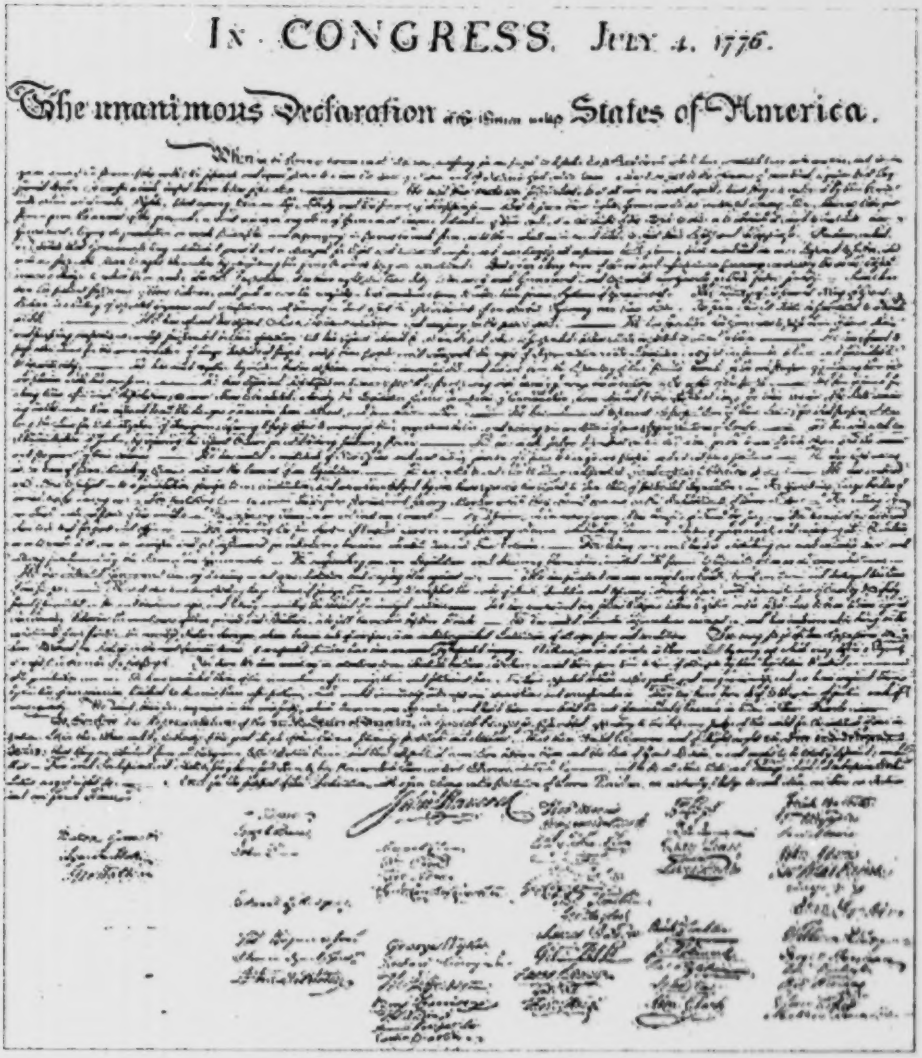
On June 7, 1776, Richard Henry Lee of Virginia introduced a resolution in the Continental Congress that said, "These United colonies are, and of right ought to be, free and independent States." A committee of five men was selected to write a formal declaration explaining the reasons for independence. One of these men, Thomas Jefferson, was the primary author of the Declaration of Independence that was adopted on July 4, 1776. The following passage from the beginning of the Declaration of Independence, called the Preamble, includes two important beliefs. First, all men are created equal with basic rights given to them by God, and, second, men set up government to protect their rights and may change the government if it does not respect these rights.

When, in the course of human events, it becomes necessary for one people to* dissolve *the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which* impel *them to the separation.

We hold these truths to be* self-evident: *that all men are created equal; that they are* endowed *by their Creator with certain* unalienable *rights; that among these are life, liberty, and the* pursuit *of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the* consent *of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to* abolish *it and to* institute *new government, laying its foundation on such* principles *and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.

Complete the following on a separate sheet of paper.

1. Define the ten bold words in the passage.
2. According to the Declaration, what are the three rights given by God to all people? What do you think these rights mean?
3. What does Jefferson say the people should do when the government becomes destructive of their rights?
4. The Declaration of Independence has been called the "birth certificate of the United States." What do you think this statement means?



IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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Declaration of Independence

Worksheet

Purpose of Government:

Basic Human Rights:

Wrongs of the King:

Declaration by Colonists:

★ Lives, Fortunes, Sacred Honor ★

Purpose

The purpose of this lesson is to teach students about the sacrifices of ten of the 56 signers of the Declaration of Independence. The first activity requires students to complete a crossword puzzle based on biographies of these ten signers. In the follow-up activity, students work in groups to create life-size models of the signers.

Objective

1. The student will evaluate the sacrifices made by the 56 signers of the Declaration of Independence for the good of the colonies.
2. The student will demonstrate knowledge of changes in clothing styles at different times in history by creating a life size drawing of a signer.
3. The student will demonstrate an understanding of the sacrifices made by the 56 signers of the Declaration by composing a biography of a signer that includes a description of the signer's life before, during, and after the revolution.

Theme-Freedom

1. When freedom is not given, sometimes it must be taken. This notion was the basis for the decision of the signers to sign and support the Declaration of Independence.
2. Sometimes individuals must make sacrifices for decisions they make.

NCSS Standards

IIe. develop critical sensitivities...regarding attitudes, values, and behaviors of people in different historical contexts.
IVd. relate such factors as...capabilities, learning, motivation, personality, perception, and behavior to individual development.
Xd. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
Xe. explain and analyze...forms of citizen action that influence public policy decisions.
Xh. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.

Time

45 minutes—Signers Puzzle
90 minutes—Create a Signer

Materials

Signers' Puzzle

- ★ "Lives, Fortunes, Sacred Honor" handout
- ★ Signers Puzzle

Create a Signer

- ★ Poster paper, pencils, erasers
- ★ Markers, Crayons, or colored pencils
- ★ "Lives, Fortunes, Sacred Honor" handout
- ★ Pictures of colonial dress from textbook or other resource
- ★ Signer picture transparencies
- ★ Overhead projector & Grading sheet

Preparation

Signers' Puzzle

- ★ Copy "Lives, Fortunes, Sacred Honor" handout for groups or individual students.
- ★ Copy Signers Puzzle for all students.

Create a Signer

- ★ Gather art supplies for groups.
- ★ Reuse copies of "Lives, Fortunes, Sacred Honor" handout from Signers Puzzle activity.
- ★ Find examples of colonial dress.
- ★ Make signer picture transparencies.
- ★ Copy Grading Sheet rubric for groups.

Focus

Ask students if they know what it means to "put your John Hancock" on something. Explain that John Hancock was the first of the fifty-six brave men to sign the Declaration of Independence.

Activity

Signers Puzzle

1. Have students read the introduction from the "Lives, Fortunes, Sacred Honor" handout.
2. Have students work individually or in groups to complete the Signers Puzzle using the biographies of the ten signers on the "Lives, Fortunes, Sacred Honor" handout.

Create a Signer

1. Have students work in groups to select one of the ten signers of the Declaration of Independence from the "Lives, Fortunes, Sacred Honor" handout.
2. Instruct students to make a life-sized model of their signer including the following:

    - ★ the face of their signer traced from an overhead projection,
    - ★ an object such as a quill pen or felt hat to represent the time period of the signer,
    - ★ the appropriate colonial clothing for their signer to wear (Remember that these men were wealthy.), and
    - ★ a paragraph below the signer's feet which tells about life before, during, and after the Revolutionary War.

3. Provide groups with art supplies including a piece of poster paper long enough for the student being traced.
4. Have groups trace one student from the neck down to the feet. Each group can take turns with the overhead projector to trace the head of their signer onto the poster paper.
5. Have students draw in the details and color their model. Remind them to include facts about their signer at the bottom of the picture.
6. Students can present their posters to the class, explaining the details in their drawings and reviewing the facts about the signers. Signer models should be displayed prominently in the classroom or hallway.

Closure

Remind the students that these ten men, while generally not well-known, made tremendous sacrifices for us so that we could have the freedom that we enjoy today.

Assessment

Students will write a paragraph or a journal entry describing how they would feel if someone or something very important to them were taken away from them because of a belief they held or a decision they made.

Lives, Fortunes, Sacred Honor

Americans celebrate the Fourth of July as the day that men from the thirteen original American colonies approved the Declaration of Independence. The Declaration of Independence, written by Thomas Jefferson, is a document that explains why the American colonies owned by the country of Great Britain wanted to be free from the laws and government of that country.

Two hundred years ago, most common people could not read or write, and most had very little money. The men who signed the Declaration of Independence in 1776, however, were not common men. They were men who had money and influence. Most of them had attended very good schools. These men lived in large houses with servants to care for them. They ate the best food and wore the best clothes. All of these men knew that if the colonies broke away from Great Britain, war would soon follow and Britain would send many ships and soldiers to punish the colonists. These men knew that signing the Declaration of Independence meant the possibility of losing everything, even their own lives. In the last sentence of the Declaration they declared, "And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other ***our lives, our fortunes, and our sacred honor.***"

Of the fifty-six men that signed the Declaration of Independence, five were captured and mistreated by the British, twelve had their homes destroyed, two lost sons fighting in the American Army, one had two sons captured, and nine of the fifty-six died during the war from hardships or violence.

Here are the stories of ten of the fifty-six men who signed the Declaration of Independence:

Carter Braxton

This signer was a son of a wealthy Virginia planter. Carter Braxton attended the College of William and Mary and received a good education as a young man. During the war, Braxton's ships were filled with goods and materials that could make him much money when sold in other far away lands. Unfortunately, his ships became the targets of the British Navy and were swept from the sea. Braxton survived the war, but he lost much of his wealth due to the war.

William Floyd

Born in Brookhaven on Long Island, New York, William Floyd received from his parents their large and comfortable home. Later in life he became a major general for the state's militia and served in the Continental Congress for the state of New York. Because of his signature on the Declaration, Floyd was forced to leave his wealth and property when the British Army came to Long Island during the war. Floyd survived the war, but the American Revolution left him much poorer.

John Hancock

John Hancock had received great wealth from his uncle. He was one of the richest men in New England and had offered much of his fortune to the city of Boston. As President of the Continental Congress that approved the Declaration, Hancock was the only delegate to sign the Declaration on July 4, 1776. Hancock is famous for his large signature (shown below) on the Declaration of Independence. During the war, he saw some of his beloved city burned and destroyed by British soldiers.

Benjamin Harrison

Born in Berkeley, Charles City County in the colony of Virginia, Benjamin Harrison grew up in a very large house and enjoyed all the things that a lot of money could buy. Harrison's family was well-known in Virginia. Harrison attended the College of William and Mary in Virginia. Harrison did not like the British laws that he felt were bad for the colonies. After signing the Declaration of Independence, Harrison was always careful not to be captured by British soldiers. When the British Army came to Virginia, led by a man named Benedict Arnold, they looted and destroyed Harrison's home. He died in 1791 at the age of 65. One of his sons and one great-grandson later became presidents of the United States.

John Hart

During the war, John Hart of New Jersey had to flee from the attacking British soldiers. His farm was destroyed and his cattle slaughtered for the use by the British Army. Hart was hunted by the British because of his signature on the Declaration of Independence. He stayed in hiding until General George Washington's success at taking Trenton. John Hart died in 1780, one of the most difficult years for the struggling colonists, and never lived to see the victory of the American Army over the British.

Francis Hopkinson

Francis Hopkinson was born and raised in Philadelphia, Pennsylvania, but represented New Jersey when he signed the Declaration. He was the son of a wealthy lawyer and went to college to become a lawyer also. During the war, British soldiers occupied Philadelphia and looted and destroyed the large house in which Francis Hopkinson was raised. After the war, Francis Hopkinson became a judge and moved back to Pennsylvania where he died at the age of fifty-four.

Francis Lewis

Francis Lewis, at sixty-three years of age, was the oldest signer of the Declaration of Independence to come from his home state of New York. Lewis made much money as a merchant—someone who buys and sells goods. In his fifties he gave up working and retired to his home at Whitestone on Long Island, New York. Like other colonists, Lewis also did not like the British laws and government. After he signed his name to the Declaration, he knew that the British would want to punish him. During the war, his house was burned and his wife was imprisoned by the British. Because of her suffering, his wife, Elizabeth, did not live as long as she should have. Francis lived to be 90 years of age and died in New York in 1802.

Arthur Middleton

Arthur Middleton was born at Middleton Place near Charleston, South Carolina. His parents were rich enough to send him to school in London, England—the capitol city of Great Britain. When Arthur Middleton returned to the American colonies, he settled at his large farm called Middleton Place where he had a good life. After representing his state by signing the Declaration, he knew that he had put his fortune, as well as his life, at risk. During the American Revolution, Charleston was captured by the British, and Arthur Middleton was taken as a prisoner. He was sent to Saint Augustine, Florida, where he stayed until the American victory over the British. He died in South Carolina in 1788 when he was only forty-five years old.

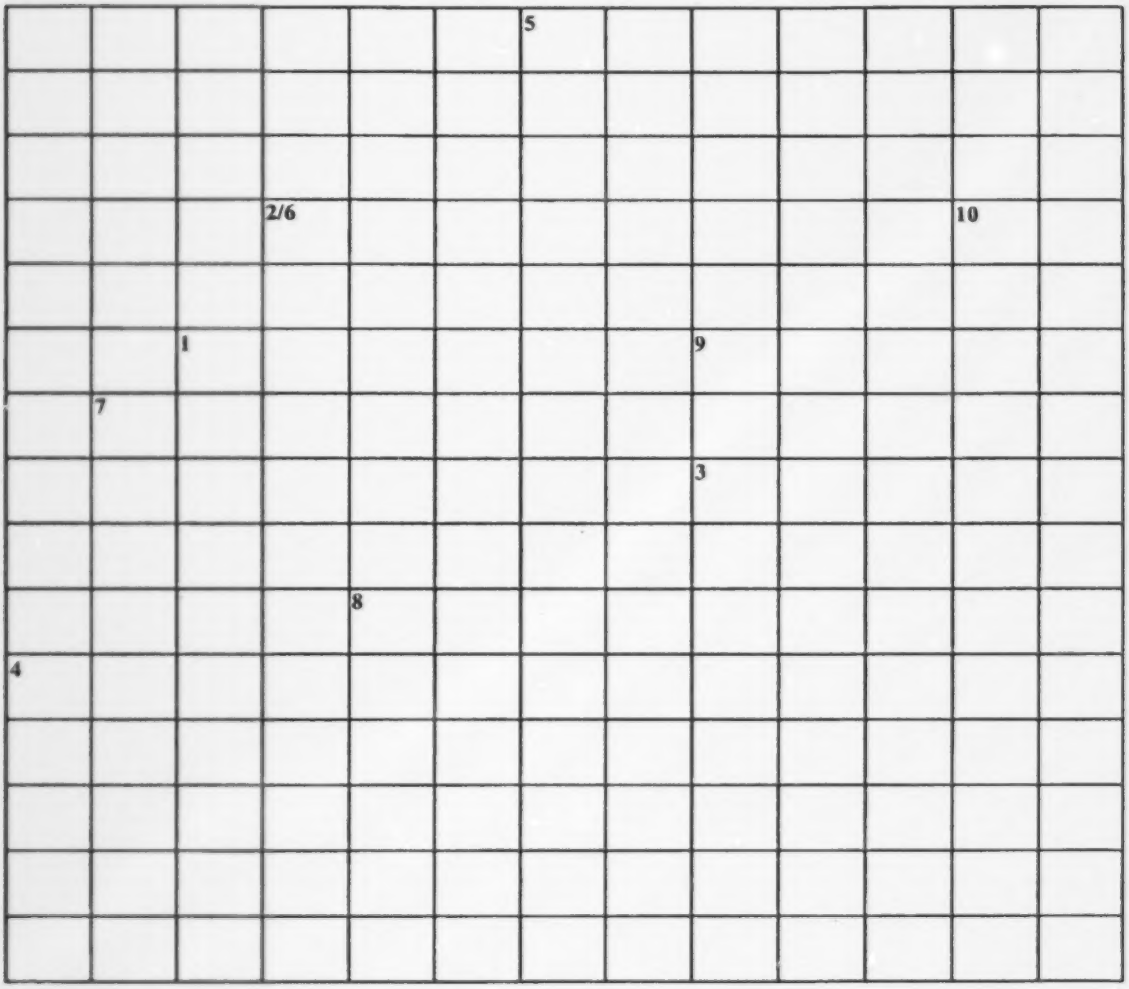
Thomas Nelson, Jr.

Thomas Nelson was born in Yorktown, Virginia on December 26, 1738. At the age of fourteen, he was sent to England by his wealthy father to receive an education. He attended Trinity College and returned to America in 1761. During the war, this signer of the Declaration had his home occupied by the British General, Lord Cornwallis. At the Battle of Yorktown, Nelson told General George Washington to fire on the British soldiers staying in his own home. He borrowed up to $2,000,000 dollars to aid the French Navy which was on the side of the colonists. When the war was over he paid back the loans with his own money and was never paid back by the new American government. He died on January 4, 1789.

Richard Stockton

Born in New Jersey, Richard Stockton received a formal education and became a very successful lawyer. As a young man he attended the College of New Jersey. Stockton initally steered away from politics, but as the war with Britain approached, he found it difficult not to get involved. He served as a Member of Council for the state of New Jersey and became a Justice for the State Supreme Court. In the autumn of 1776, after signing the Declaration of Independence, Stockton's home was taken by the British. Soon after, he was captured by the British and treated very badly. After he was released, he suffered health problems as a result of his captivity. Richard Stockton, although not as outspoken for freedom as his fellow signers, gave much for the cause of liberty.

Signers Puzzle



Across

1. His ships were swept from the sea by the British Navy.
2. He was the only delegate to sign the Declaration on July 4th.
3. His house was burned, and his wife was imprisoned.
4. He was imprisoned at St. Augustine, Florida by the British.

Down

5. This signer from New Jersey was captured and mistreated by the British.
6. His farm was destroyed, and he died during the war in 1780.
7. British soldiers destroyed his home in Philadelphia.
8. He was forced to leave his wealth and property in Long Island.
9. He had George Washington fire on his own house because the British had taken it.
10. He had a son and a great-grandson who became presidents of the United States.

Signers Puzzle

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Create a Signer
Grading Sheet

Group Name or Number:_____ Class:_____

Names of Students:

_____ _____

_____ _____

For Teacher Use Only:

Category	Circle One											Score
Neatness	10	11	12	13	14	15	16	17	18	19	20	
Creativity	10	11	12	13	14	15	16	17	18	19	20	
Accuracy	10	11	12	13	14	15	16	17	18	19	20	
Group Work	10	11	12	13	14	15	16	17	18	19	20	
Overall Quality	10	11	12	13	14	15	16	17	18	19	20	
										Total Grade		

Carter Braxton

William Floyd

John Hancock

Benjamin Harrison

John Hart

Francis Hopkinson

Francis Lewis

Arthur Middleton

Thomas Nelson Jr.

Richard Stockton

★ Monarchy Game ★

Purpose
The purpose of this lesson is to teach students how a monarchy affects various people in a society. Students will participate in a simulation designed to illustrate the characteristics of a monarchy that could lead to revolution.

Objective
The student will apply an understanding of the monarchy system to an analysis of the causes of the American Revolution.

Theme-Freedom & Progress
An all-inclusive definition of freedom is "the absence of coercion." The decision of the colonists to declare their independence from a coercive monarchy resulted in the democratic way of life that created America. America is a nation that has because of freedom attracted people from all over the world who want a better life for themselves and their families.

NCSS Standards
Ib. explain how information and experiences may be interpreted by peole from diverse cultural perspectives and frames of reference.
IVe. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
Va. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
VIf. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Time
45 minutes

Materials
- ★ Game Players Handout/ Transparency
- ★ Role Cards
- ★ Treasuries/Crown Cash
- ★ Events Journal sheets

Preparation
- ★ Prepare Game Players as a transparency or handout for students.
- ★ Copy and cut Role Cards. The following ratio is suggested:

	Class Size		
	20	25	30
King/Queen	1	1	1
Noblemen	2	3	3
Merchants	2	3	3
Craftsmen	5	6	8
Peasants	10	12	15
	Role Card sheets 1, 2	Add Role Card sht 3, col 1	Add Role Card sht 3, col 2

- ★ Copy and cut Treasuries (1) and Crown Cash (20 students—5 sheets, 25 students—6 sheets, 30 students—7 sheets).
- ★ Affix Treasury labels to envelopes and fill with extra Crown Cash.
- ★ Copy Events Journal sheets for each student.

Focus
Draw a line down the center of the chalkboard or transparency. Write the words **monarchy** and **democracy** on opposite sides of the line. Have students brainstorm ideas about the two words (e.g. What do these words mean? or What would it be like to live in this system?). Ask students on which side they would put the following words: **oppression, freedom, tyranny, and liberty.**

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Activity

1. Using Game Players as a transparency or handout, discuss the various roles played in the Monarchy Game. Focus on the fact that roles were largely determined by birth, with little chance of social mobility. Discuss the rights and responsibilities of the various roles.

2. Distribute the role cards. Roles may be assigned by the teacher, selected at random, or both assigned and selected (e.g., the teacher may want to assign king/queen and noblemen roles and then let the rest of the class select at random).

3. Distribute the Events Journals. Students should write their role and its description from their card on the top of the Events Journal.

4. After roles have been determined, separate the king/queen and divide the remainder of the class into towns. The following ratio is suggested:

20 students	2 towns of 9-10
25 students	3 towns of 8
30 students	3 towns of 9-10

   Each town is headed by a nobleman. Divide the merchants, craftsmen, and peasants evenly among the towns. (See the Class Size chart in the Preparation section.)

5. Distribute Crown Cash in the following amounts:

King/Queen	Crown Treasury
Noblemen	Nobleman's Treasury
Merchants	$50
Craftsmen	$50
Peasants	$10

6. Simulation—The teacher will write the name of each event on the board or on a transparency of the Events Journal and then lead the students through a simulation and discussion of the event. Students are to record answers and/or thoughts/feelings/reactions in their Events Journal following each event. Discuss connections to the British king and causes of the American Revolution.

Activity—Simulation (continued)

Event #1: Tax Collection
The king/queen directs each nobleman to pay taxes for each town. Rather than pay from their own money, the noblemen collect money from the townspeople. The noblemen pay the king/queen and keep any extra money.

Event #2: War
In order to increase his/her wealth and power, the king/queen decides to invade a neighboring country. The king/queen directs the noblemen to provide three soldiers and money from each town. Discuss who the noblemen will select to fight and to pay.

Event #3: Colonization
In order to further increase his/her wealth and power, the king/queen decides to establish a colony in America. The noblemen must provide colonists and investors from the townspeople. Discuss who would be most willing to volunteer to go and who would be best able to invest. Also, have merchants and craftsmen suggest rules to the noblemen and king/queen that the colonists should follow related to taxes and trade.

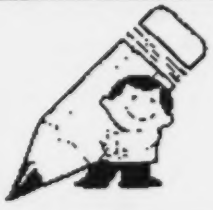
Enrichment Activity
Students may complete the "Songs" reading comprehension activity which compares the lyrics of "God Save the King" to "America" ("My Country, 'Tis of Thee").

Closure

Have students discuss or write on the back of their Events Journal who they think was the winner of the Monarchy Game. Ask students to defend their answers.

Assessment

Students will write an essay or journal entry explaining how two things they learned from the Monarchy Game might have been reasons why colonists would revolt against the British King.



Game Players

King (Queen)

You are the absolute ruler of your country. The church says your power is given to you by God. You can make or change laws any time you want. You can use the force of your army to achieve your goals. You control all trade and business to add to your own wealth.

Nobleman

Your responsibility is to serve the king. You show your loyalty by collecting and paying taxes to the king, by providing military support to the king's army, and by enforcing the king's law. In exchange for your loyalty, you share in the wealth of the kingdom.

Merchant

You make your living by buying and selling goods inside and outside of the country. You are protected by the king's army and laws. You must share your profits with the nobleman by paying taxes.

Craftsman

You have a special skill that you use in your job (for example, a blacksmith or carpenter). You are protected by the king's army and laws. You must provide services and pay taxes to the nobleman.

Peasant

You have no education or special skills. You farm the land in order to grow food to feed your family. You must also use some of what you grow to trade or sell for money to get things you need from the craftsmen and merchants and to pay your taxes to the nobleman. In exchange for your loyalty and service you are protected by the king's army and laws.

Role Cards

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Role Cards

Add this column for 25 students.

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Craftsman

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Nobleman

Your responsibility is to serve the king. You show your loyalty by collecting and paying taxes to the king, by providing military support to the king's army, and by enforcing the king's law. In exchange for your loyalty, you share in the wealth of the kingdom.

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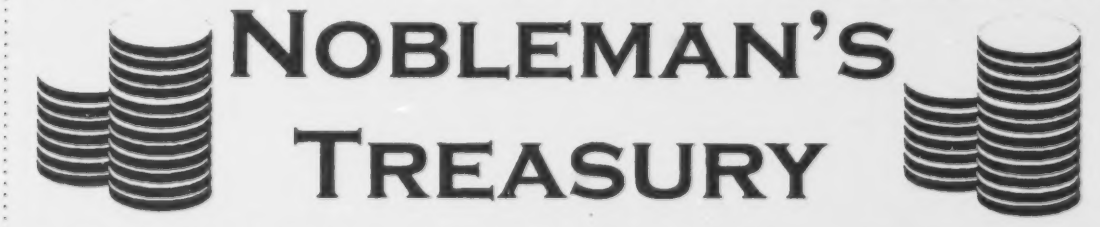
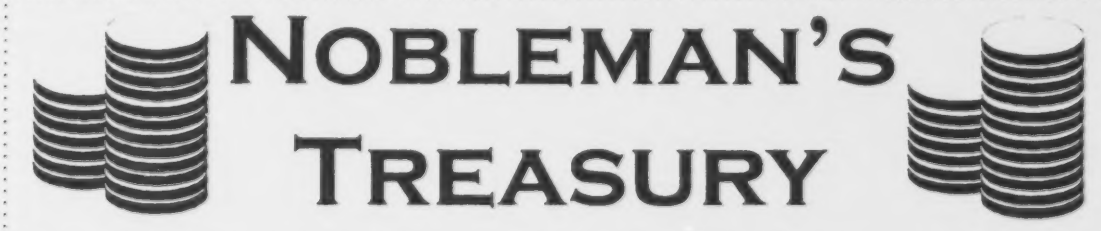
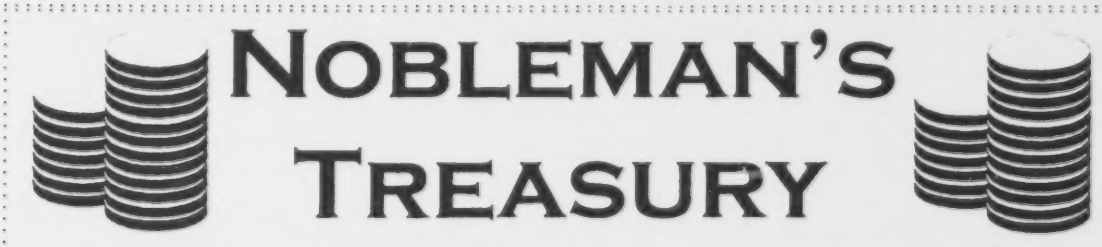
The Treasury







Crown Cash

$10 CROWN CASH $10
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Events Journal

ROLE_____

DESCRIPTION

EVENT #1_____

★ WHAT HAPPENED TO YOU?

★ HOW DID YOU FEEL ABOUT IT?

EVENT #2_____

★ WHAT HAPPENED TO YOU?

★ HOW DID YOU FEEL ABOUT IT?

EVENT #3_____

★ WHAT HAPPENED TO YOU?

★ HOW DID YOU FEEL ABOUT IT?

Songs

God Save The King
British

God save our gracious King,
Long live our noble King,
God save the King:
Send him victorious,
Happy and glorious,
Long to reign over us:
God save the King.

Lord our God arise,
Scatter his enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all.

Thy choicest gifts in store
On him be pleased to pour;
Long may he reign:
May he defend our laws,
And ever give us cause
To sing with heart and voice
God save the King.

My Country 'Tis of Thee
American

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From ev'ry mountainside
Let freedom ring.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

1. How many times are the words ***liberty*** and ***freedom*** used in the American song?
   How many times are these words used in the British song?

2. How does the American song describe God in the second line of the last verse?

3. How many times does the British song use the phrase "God save the King"?

4. What is God called in the last line of the American song?

5. Why do you think Americans used the music from "God Save the King" but changed the words?

★ The History of Thanksgiving Day ★

Purpose
The purpose of this lesson is to teach students about the religious origins of Thanksgiving and the roles of Presidents Washington and Lincoln in making it a national holiday. While learning about the origin and meaning of Thanksgiving, students should also be asked to consider the meaning of this holiday for contemporary American society. Students complete a reading comprehension and vocabulary activity and then plan a Thanksgiving celebration.

Objective
The student will explain the origin and meaning of Thanksgiving Day.

Theme-Unity
Thanksgiving is a time when people unite to remember the colonists' celebration for the harvest and share their bounty with others in the community.

NCSS Standards
Ie. articulate the implications of cultural diversity, as well as cohesion, within and across groups.
IIIh. examine, interpret, and analyze physical and cultural patterns and their interactions....
IVe. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
IVf. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Time
60 minutes

Materials
- ★ "The History of Thanksgiving Day" handout and activity sheet
- ★ T-Chart Worksheet
- ★ Dictionaries

Preparation
- ★ Copy "The History of Thanksgiving Day" handout and activity sheet for students.

Focus
Discuss the question, "Why do we celebrate Thanksgiving?" Assess student knowledge of the origin, traditions, and religious meaning of the holiday. Ask if students know how long Thanksgiving has been a national holiday and what day/month we celebrate it.

Activity
1. Have students read "The History of Thanksgiving Day" either individually or in groups and complete the vocabulary and questions.
2. Have students work in groups to plan their own Thanksgiving celebration. When planning the food, students should include foods native to America (corn, potatoes, etc.) and foods eaten by their own families and cultures at Thanksgiving. Students should include the way they will "give thanks" in their celebration. When they are finished planning, students present their plan to the class. You may have groups or the class as a whole bring their selected foods and have them participate in their own Thanksgiving celebration.

Closure

Discuss with students the differences between the historic celebration and the contemporary (modern) celebration of Thanksgiving using the T-Chart worksheet as an overhead transparency.

Assessment

The student will design a Thanksgiving Day parade float that incorporates the historical and contemporary ideas of Thanksgiving.

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The History of Thanksgiving Day

The Pilgrims of Plymouth Colony landed in Massachusetts on the *Mayflower* in the fall of 1620. They did not have time to build proper shelter or to plant and **harvest** crops before the brutal winter arrived. During that first winter, nearly half of the Pilgrims died from disease or starvation. The following year, with the help of local Indians, the Pilgrims had a good harvest. They thanked God for the harvest with three days of prayer and feasting in the fall of 1621.

Later, after the colonists had won their independence from Great Britain, the new Congress of the United States asked President George Washington to "recommend to the people of the United States a day of public thanksgiving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God, especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness." On Thursday, November 26, 1789, President Washington issued the first Thanksgiving **proclamation**:

> *Whereas it is duty of all Nations to* **acknowledge** *the* **providence** *of Almighty God, to obey his will, to be grateful for his benefits, and humbly to* **implore** *his protection and favor, I do recommend and assign Thursday the 26th day of November next to be devoted by the People of these States to the Service of that great and glorious Being who is the* **beneficent** *Author of all the good that was, that is, or that will be.*

President Washington proclaimed another Thanksgiving Day in 1795. Later the governors of the states proclaimed Thanksgiving Days.

In 1863, during the Civil War, President Abraham Lincoln made Thanksgiving a national annual holiday to be celebrated the last Thursday in November. His proclamation said, "I invite my fellow citizens of the United States to observe the last Thursday of November as a day of Thanksgiving and praise to our beneficent Father who dwelleth in heaven." Since 1863, except for two years (1939 and 1940) when President Franklin D. Roosevelt moved the holiday to the third Thursday of November, Thanksgiving has been celebrated every year on the fourth Thursday in November.

The History of Thanksgiving Day

1. *Define:*

   ★ *harvest*

   ★ *proclamation*

   ★ *acknowledge*

   ★ *providence*

   ★ *implore*

   ★ *beneficent*

2. *Describe the problems facing the Pilgrims in the fall of 1620.*

3. *Why did the Pilgrims have three days of prayer and feasting in the fall of 1621?*

4. *Why do you think the colonists would want to have a day of thanksgiving after the war with Great Britain?*

5. *What war was the United States fighting when Abraham Lincoln made Thanksgiving a national holiday in 1863?*

6. *What day and month was finally chosen to celebrate Thanksgiving Day?*

Thanksgiving Day
T-Chart Worksheet

Historical America	Contemporary (Modern) America
How was it celebrated?	How do we celebrate?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Why was it celebrated?	Why do we celebrate?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

★ The United States Flag ★

Purpose

The purpose of this lesson is for students to gain an understanding that the flag is both a symbolic representation of the historical founding of the United States and a representation of each of the states. The flag is a symbol known around the world as a representation of this nation.

Objective

1. The student will discuss the importance and meaning of the elements of the United States flag.
2. The student will examine and practice the elements of the United States Flag Code.

Theme-Unity & Freedom

The flag represents the unity of the 50 states as well as every citizen of this union, solidifying and uniting all of the people as a nation. The flag is a common symbol throughout the world representing our collective presence as America, the land of the free.

NCSS Standards

Vg. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
IXa. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding....
IXb. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.
Xa. explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government....
Xj. examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.

Time

45 minutes for the flag activity and 45 minutes for the code activity.

Materials

- ★ United States Flag reading
- ★ United States Federal Flag code
- ★ Poster paper, tape, and glue
- ★ 2 or 3 flags
- ★ Dictionaries

Preparation

- ★ Copy all handouts.
- ★ Collect all poster paper, pens, markers, and dictionaries.
- ★ Arrange a location in the community to display the posters.

Focus #1: The United States Flag

Have the students brainstorm (make a list) of the top three symbols of America. Discuss their decisions/choices. Have the class vote on the top three nominations. (Hopefully the flag will be #1. It should be in the top 3.)

Explain:

Discuss why the flag as a symbol of America is so important.

Focus #2: The U. S. Federal Flag Code

Have students define the word "code."

Explain:

Explain the Federal Flag Code.

Activity:

Students will divide into several groups to read, understand, and share sections of the Federal Flag Code. Suggestions for how sections might be used are listed below:

Sec. 2 -- Students could list important flag days on a chart.
Students could demonstrate the raising and/or lowering of the flag.

Sec. 3 -- (3 groups) Students could divide by the number of letters in this section and draw/demonstrate each part of the section.
Example: A-E

Sec. 4 -- (2 groups) Draw or demonstrate the "nevers" of flag use.

Sec. 5-7 -- (1 group) Same as above.

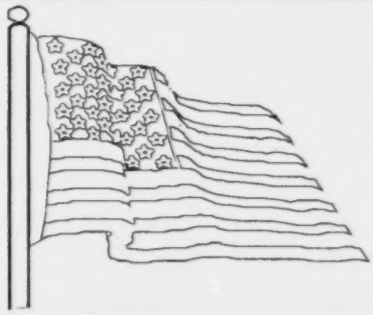
Closure:

Group reports and demonstrations.

Assessment:

1. Students write an opinion paragraph on one of the following topics:
   A. The flag may be worn as shirts, shorts, hats, or scarves.
   B. The flag may be burned in protest.
   C. The flag is our most important symbol.

2. Have students collect magazine and/or newspaper pictures to create a collage and to illustrate their reverence for the U. S. Flag. Students may present their collages to the class and/or display them.



The United States Flag

The flag of the United States is a **symbol** of our country. To **salute** the flag and to say the **Pledge** of **Allegiance** are ways of showing **patriotism**. The colors, number of stars, and number of stripes are all **significant** because they tell about the history of the United States and what Americans **value**.

The first flag had thirteen red and white stripes with thirteen white stars on a field of blue to **represent** the original thirteen states. When two new states were added in 1792, the flag was changed to fifteen stripes and fifteen stars. Since 1818, the flag has had thirteen stripes which represent the original thirteen states and only stars have been added for new states. The colors used in the national flag are significant. White stands for **purity**, blue for **perseverance**, and red for **valor**.

The United States flag was given the nickname "Old Glory" by William Driver. Driver lived in Tennessee during the Civil War. When Union forces captured the **capitol** in Nashville, Driver said, "Thank God, I have lived to raise Old Glory over the capitol of Tennessee."

Group Activity

Step 1: Each student in a group will read part of the story above to other members of their group.

Step 2: Each student will use a dictionary to write definitions for at least three bold words. Every bold word must be defined by at least one member of the group.

Step 3: When the group is finished defining all the bold words, each student will read aloud their definitions to the others in the group.

Step 4: Discuss as a group why you think purity, valor, and perseverance are qualities that might represent the American people. Also discuss why it is important for citizens to show respect for the flag. Report to the class the meaning of the number of stars, stripes, and colors of the flag and how they are symbols of our nation.

Federal Flag Code

Source: Veterans of Foreign Wars Americanism Department

The following document is known as the Federal Flag Code. It prescribes proper display of and respect for the United States Flag. This code does not impose penalties for misuse of the United States Flag. Enforcment of the code is left to the states and to the District of Columbia. Each state has its own flag law. The Federal Flag Code is the guide for all handling and display of the Stars and Stripes. Here is the code in its entirety:

PUBLIC LAW 94-344
94th CONGRESS, S. J. Res. 49
July 7, 1976

JOINT RESOLUTION

To amend the joint resolution entitled "Joint resolution to codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America."

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, **That the joint resolution entitled "Joint resolution to codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America," as amended (36 U.S.C. 171-178), is amended —**

SEC 1 That the following codification of existing rules and customs pertaining to the display and use of the flag of the United States of America be, and is hereby, established for the use of such civilians or civilian groups or organizations as may not be required to conform with regulations promulgated by one or more executive departments of the Government of the United States. The flag of the United States for the purpose of this chapter shall be defined according to title 4, United States Code, Chapter 1, section 1 and section 2 and Executive Order 10834 issued pursuant thereto.

SEC 2 (a) It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.

(b) The flag should be hoisted briskly and lowered ceremoniously.

(c) The flag should not be displayed on days when the weather is inclement, except when an all-weather flag is displayed.

(d) The flag should be displayed on all days, especially on:

New Year's Day	January 1
Inauguration Day	January 20
Lincoln's Birthday	February 12
Washington's Birthday	Third Monday in February
Easter Sunday	Variable
Mother's Day	Second Sunday in May
Armed Forces Day	Third Saturday in May
Memorial Day (half-staff until noon)	Last Monday in May
Flag Day	June 14
Independence Day	July 4
Labor Day	First Monday in September
Constitution Day	September 17
Columbus Day	Second Monday in October
Navy Day	October 27
Veterans Day	November 11
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25

and such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays.

(e) The flag should be displayed daily on or near the main administration building of every public institution.

(f) The flag should be displayed in or near every polling place on election days.

(g) The flag should be displayed during school days in or near every schoolhouse.

SEC 3 That the flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.

(a) The flag should not be displayed on a float in a parade except from a staff, or as provided in subsection (i).

(b) The flag should not be draped over the hood, top, sides, or back of a vehicle or of a railroad train or a boat. When the flag is displayed on a motor car, the staff should be fixed firmly to the chassis or clamped to the right fender.

(c) No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the flag during church services for the personnel of the Navy. (See Public Law 107, page 4.)

(d) The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.

(e) The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

(f) When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the United States Flag's right.

(g) When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in times of peace.

(h) When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.

(i) When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.

(j) When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

(k) When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of

superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker or the right of the audience.

(l) The flag should form a distinctive feature of the ceremony of unveiling a statue or monument, but it should never be used as the covering for the statue or monument.

(m) The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. On Memorial Day the flag should be displayed at half-staff until noon only, then raised to the top of the staff. By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of a State, territory, or possession, as a mark of respect to their memory. In the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory, or possession may proclaim that the National flag shall be flown at half-staff. The flag shall be flown at half-staff:

- thirty days from the death of the President or a former President
- ten days from the day of death of the Vice-President, the Chief Justice or a retired Chief Justice of the United States, or the Speaker of the House of Representatives
- from the day of death until interment of an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice-President, or the Governor of a State, territory, or possession
- on the day of death and the following day for a Member of Congress.

As used in this subsection:

1. the term 'half-staff' means the position of the flag when it is one-half the distance between the top and bottom of the staff;
2. the term 'executive or military department' means any agency listed under sections 101 and 102 of title 5, United States Code; and
3. the term 'Member of Congress' means a Senator, a Representative, a Delegate, or the Resident Commissioner from Puerto Rico.

(n) When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

(o) When the flag is suspended across a corridor or lobby in a building with only one main entrance, it should be suspended vertically with the union of the flag to the observer's left upon entering. If the building has more than one main entrance, the flag should be suspended vertically near the center of the corridor or lobby with the union to the north, when entrances are to the east and west or the east when entrances are to the north and south. If there are entrances in more than two directions, the union should be to the east.

SEC 4 That no disrespect should be shown to the flag of the United States of America, the flag should not be dipped to any person or thing. Regimental colors, State flags, and organization or institution flags are to be dipped as a mark of honor.

(a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

(b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

(c) The flag should never be carried flat or horizontally, but always aloft and free.

(d) The flag should never be used as wearing apparel, bedding, or drapery. It should never be festooned, drawn back, nor up, in folds, but always allowed to fall free. Bunting of blue, white,and red, always arranged with the blue above, the white in the middle, and the red below, should be used for covering a speaker's desk, draping the front of the platform, and for decoration in general.

(e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

(f) The flag should never be used as a covering for a ceiling.

(g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

(h) The flag should never be used as a receptacle for receiving, holding, carrying or delivering anything.

(i) The flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

(j) No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations. The flag represents a living country and is itself considered a living thing. Therefore the lapel flag pin being a replica, should be worn on the left lapel near the heart.

(k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

SEC 5 During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

SEC 6 During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

SEC 7 The Pledge of Allegiance to the Flag:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all,"

should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag and render the military salute.

SEC 8 Any rule or custom pertaining to the display of the flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed, by the Commander-in-Chief of the Armed Forces of the United States, whenever he deems it to be appropriate or desirable, and any such alteration or additional rule shall be set forth in a proclamation.

★ The Star-Spangled Banner ★

Purpose

The purpose of this lesson is to teach students about the background and meaning of our national anthem, "The Star-Spangled Banner." Students will complete a vocabulary and comprehension activity on the background and first verse of this song.

Objective

1. The student will discuss and explain the causes of the War of 1812.
2. The student will explain the events surrounding the writing of "The Star-Spangled Banner."
3. The student will examine "The Star-Spangled Banner's" first verse and explain why the United States adopted it as our national anthem.

Theme-Unity

This song helps unify the United States by providing a story that demonstrates why/how people will fight for freedoms for themselves and their fellow citizens.

NCSS Standards

IVb. describe personal connections to place--as associated with community, nation, and world.
IVc. describe the ways...nationality, and institutional affiliations contribute to personal identity.
IXa. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding....
Xa. examine the origins and continuing influence of key ideals of the democratic republican form of government....

Time

30 minutes

Materials

★ "The Star-Spangled Banner" activity sheet and song sheet
★ Dictionaries

Preparation

Copy "The Star-Spangled Banner" activity sheet for each student.

Focus

Ask a student to volunteer to recite or sing "The Star-Spangled Banner." You may want to sing the song together as a class.

Activity

1. Have students complete "The Star-Spangled Banner" activity sheet.
2. Discuss the vocabulary in the context of the background information and the first verse of the song.
3. Discuss the comprehension questions as well as the meaning of the first verse of the song.

Closure

Review the circumstances surrounding the writing of "The Star-Spangled Banner." Discuss why we have a national anthem and what our anthem tells us and others about the values we share as Americans.

Assessment

Students will write a paragraph or journal entry explaining why they think the flag and our national anthem unify the citizens of the nation.

The Star-Spangled Banner

In the early 1800s, Great Britain and France were involved in a war in Europe. During the war, both countries violated the neutrality of countries like the United States by seizing trading ships. In addition to seizing American ships, the British impressed, or kidnapped, the American sailors on these ships and forced them to serve in the British navy. When the British refused to stop this practice, the United States declared war on Great Britain on June 18, 1812. The war that followed is called the War of 1812.

British troops invaded the United States during the War of 1812. The Americans fought to preserve the independence that they had won just 30 years before. The British actually captured and burned Washington, D.C., including the Capitol Building and the White House. Next, the British marched toward Baltimore, Maryland. The American troops at Fort McHenry bravely defended Baltimore and stopped the British advance.

During the battle at Baltimore, a Maryland lawyer and poet named Francis Scott Key was aboard a British ship to arrange for the release of an American held prisoner by the British. The British bombarded Fort McHenry throughout the night of September 13, 1814. The next morning, when Key observed from the ship that the American flag was still flying above the fort, he was inspired to write the words of his poem, "The Star-Spangled Banner."

"The Star-Spangled Banner" was adopted informally as an anthem by the Union Army during the Civil War and was adopted officially by the U.S. Army in World War I. It became the United States' national anthem on March 3, 1931.

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

Complete the following on a separate sheet of paper.

1. Define: neutrality, seize, invade, bombard, anthem, dawn, twilight, perilous, rampart, gallant
2. Why did the United States declare war on Great Britain in 1812?
3. What did the British do to Washington, D.C.?
4. Why was the battle at Baltimore important for the Americans?
5. What inspired Francis Scott Key to write "The Star-Spangled Banner"?
6. When did "The Star-Spangled Banner" become our national anthem?

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The Star-Spangled Banner

Words by
Francis Scott Key

Music by
John Stafford Smith

1. Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

2. On the shore, dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'This the Star-Spangled Banner, O long may it wave
O'er the land of the free and the home of the brave!

3. And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out of their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight and the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

4. Oh, thus be it ever when freemen shall stand
Between their lov'd homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n rescued land
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

★ The Gettysburg Address ★

Purpose

The purpose of this lesson is to teach students about the important ideas that President Lincoln expressed in the Gettysburg Address. Students will become familiar with the speech by putting together a puzzle of the text. A vocabulary and comprehension activity focuses on the Gettysburg Address.

Objective

1. The student will examine and discuss the history and text of the Gettysburg Address.
2. The student will list President Lincoln's ideas about liberty and equality.
3. The student will locate and list early America's founding documents and Presidents Lincoln's other Civil War speeches that contain the ideology presented in the Gettysburg Address.

Theme-Responsibility

We have a responsibility to honor those who have given their lives to protect the ideas on which our nation was established. We have a responsibility as individuals to support the ideas we have agreed to provide to all citizens through the passage of laws, and a responsibility to communicate our disagreement to our legislators.

NCSS Standards

VIa. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
IXf. demonstrate understanding of concerns, standards, issues, and conflicts related to...human rights.
Xf. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.
Xh. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.

Time

45 minutes

Materials

- ★ "The Gettysburg Address" text handout, puzzle, pocket cards (optional), and activity sheet
- ★ Dictionaries

Preparation

- ★ Copy and cut the Gettysburg Address puzzle for pairs or groups of students.
- ★ Copy the Gettysburg Address activity sheets for each student.
- ★ Copy and cut the Gettysburg Address pocket cards (optional) for students.

Focus

Ask students to name famous speeches. Have students tell what they know about these speeches (e.g., speaker, occasion, significance, quotes, etc.). Tell students that President Lincoln's Gettysburg Address is one of the most famous speeches in American history.

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Activity

1. Provide students with a copy of the text of the Gettysburg Address. Give copies of the Gettysburg Address strip puzzle to pairs or small groups of students. Students should use the text of the Gettysburg Address to put the puzzle in the correct order.
2. Have students complete the vocabulary and comprehension activity sheet on the Gettysburg Address.
3. Give students pocket cards for further study or memorization of the Gettysburg Address (optional).

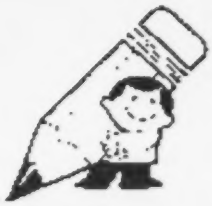
Closure

Review President Lincoln's ideas about liberty and equality contained in the Gettysburg Address.

Assessment

Students will:

1. Rewrite the Gettysburg Address in their own words.
2. List two founding American documents that contain the ideas President Lincoln uses in the Gettysburg Address.
3. Locate other Civil War speeches made by President Lincoln that contain the same ideas.



The Context of
The Gettysburg Address

About 620,000 men died in the Civil War (1861-1865)—more American deaths than in any other war in United States history. Over 360,000 of these men died fighting in the Union army to achieve President Abraham Lincoln's goals of saving the Union and ending slavery.

In 1863, a Confederate invasion into Pennsylvania resulted in a battle at Gettysburg. The Battle of Gettysburg was fought July 1-3, 1863. The Union victory at Gettysburg forced the Confederates to retreat back to Virginia and became a major turning point in the Civil War. More than 40,000 men were killed or wounded in the fighting. The rows of graves of the soldiers who were buried there seemed to go on forever. Today, the site of the Battle of Gettysburg is one of ten designated National Military Parks in the United States. The cemetery at Gettysburg is named the Soldiers National Cemetery.

On November 19, 1863, thousands of people gathered for a ceremony to dedicate the cemetery at Gettysburg. The organizers of the event asked another man, Edward Everett, to be the main speaker. President Lincoln was invited to make only "a few appropriate remarks." Lincoln sat as Everett gave a *two-hour* speech. The President then stood and delivered a speech that lasted only a few minutes.

President Lincoln was very disappointed with his speech. A friend remembered hearing Lincoln say that the speech was "a flat failure." However, generations of Americans have honored Lincoln's Gettysburg Address as a profound, eloquent statement of American beliefs and ideals. The address is one of two speeches inscribed on the walls of the Lincoln Memorial in Washington, D.C.

In the Gettysburg Address, Lincoln said that the Civil War was a test of whether or not a nation based on democratic principles could survive. On a battlefield of a war fought largely over the issue of slavery, Lincoln reminded Americans that their nation was born in freedom and dedicated to the idea that "all men are created equal."

S1

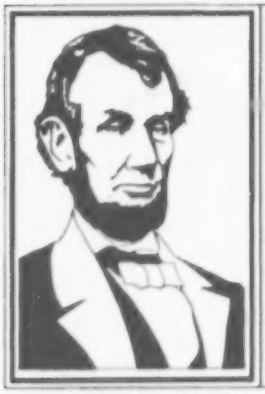
Abraham Lincoln's
Gettysburg Address
November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

The Gettysburg Address



Define these words on the back of this sheet.

1. conceived
2. liberty
3. dedicated
4. proposition
5. engaged
6. endure
7. consecrate
8. hallow
9. devotion
10. resolve
11. vain
12. perish

When was the battle of Gettysburg?

What is name of the cemetery at Gettysburg?

When was the cemetery at Gettysburg dedicated?

A *decade* is ten years. A *score* is twenty years. How many years is "fourscore and seven"?

What year was "fourscore and seven years ago"?

What important American document was written in that year?

What does "conceived in liberty" mean?

Why did Lincoln include the phrase "all men are created equal"?

What do you think it means to have a government that is "of the people, by the people, and for the people"?

Gettysburg Address
Puzzle

Directions: Cut each line of the speech into separate strips and have students, individually or in groups, arrange them in order.

Fourscore and seven years ago our fathers brought forth on this

continent a new nation, conceived in liberty, and dedicated to the

proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that

nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to

dedicate a portion of that field as a final resting-place for those who

here gave their lives that that nation might live. It is altogether fitting

and proper that we should do this.

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★The National Motto★

Purpose

The purpose of this lesson is to teach the students about the history and ideology of the National Motto, to discuss the contributions of the Founding Fathers to our new nation, and to examine/consider the role of religion in our nation's foundation.

Objective

1. The student will discuss and explain the phrase "Divine Providence."
2. The student will discuss the role of religion in the founding of America.
3. The student will explain the historical roots of our National Motto, "In God We Trust."

Theme-Progress

The use of the words "In God We Trust" as a motto affirms by the Founders and subsequent leaders the fundamental role of God the Creator in the founding and growth of the United States of America.

NCSS Standards

IVf. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.
IVh. work independently and cooperatively to accomplish goals.
Vg. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
Xa. examine the origins and continuing influence of key ideals of the democratic republican form of government.
Xf. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

Time

45 minutes

Materials

- ★ "In God We Trust" reading
- ★ "The National Motto" timeline
- ★ "The National Motto" worksheet

Preparation

- ★ Copy the "In God We Trust" reading and "The National Motto" timeline.
- ★ Copy "The National Motto" worksheet.
- ★ Provide a penny, nickel, dime and quarter for every student or assign it for homework.

Focus

Define and discuss the word "Divine Providence."
Discuss and list events in early American history that might have called for the Founding Fathers to ask for "Divine Intervention."

Activity

1. Discuss the list completed in the Focus activity.
2. Read handout, "In God We Trust," and discuss.
3. Complete questions for reading.
4. Have students study a penny, nickel, dime, and quarter. They should note the different designs, phrases, and figures on each coin. Discuss the historical significance of the symbols on these coins.

Closure

Discuss the meaning and use of the phrase "Divine Providence." Discuss our nation's historical religious roots.

Enrichment

Cut pictures out of magazines and newspapers that reflect our religious history. Create a poster, book, or collage to present and/or display these pictures.

In God We Trust

America was founded on religious freedom, a concept that permeates many of our national symbols, phrases, and monuments. The National Motto, "In God We Trust," reflects this historical religious heritage. The motto was adopted in 1956 and has been printed on every coin since 1864. The Federal courts of the United States have upheld the motto as a symbol of our history that enhances the ideals of unity, patriotism, and the future progress of our country.

The first colonists came to and settled in America with little existing knowledge of the new continent but motivated by religious convictions. Many groups claim they were guided by "Divine Providence." The Pilgrims of Massachusetts established "The City on the Hill," a society based on a God-centered life. William Penn founded Pennsylvania, a Quaker settlement called the "The Holy Experiment" which advocated an equal and free society for all. Roman Catholics came to Maryland to practice their religion freely. Colonizing was difficult, and the settlers looked for "Divine Intervention" to help them succeed against geography, weather, and other dangers.

Many of our Founding Fathers and revolutionary leaders were Masons. Masonic organizations migrated to America with the European immigrants. Members of these clubs included the best minds of Europe and America. Their goal was to create a society that fostered virtuous human beings and promoted citizenry, philanthropy, liberty, and brotherhood. The Masons wanted a national government built on good judgment and integrity, with the rule of law. Many leaders felt virtue could not be obtained without religion. During the Revolution, many colonists believed "The Invisible Hand" of God would support and defend the idea of liberty of the "Divine" right of kings.

During the writing of the Constitution, the Founding Fathers believed that with "Divine Guidance" their efforts would have vision and purpose and that they would not get lost in their own materialistic goals. They would be successful in the establishment of the first government for the people, run by the people.

Our National Motto, "In God We Trust," first stated in "The Star-Spangled Banner," reflects our unique religious and historical roots. The motto unifies the people of the United States and is a reminder of our nation's conception and birth.

National Motto: "In God We Trust"
Worksheet

Define the following words/phrases:

a. Divine Providence

b. Founding Fathers

c. Philanthropy

d. Civic Virtue

1. List three (3) events in early American history that led colonists to ask for "Divine Intervention," "Divine Guidance," or "Divine Providence."

2. What is a Mason? What were the Masons' goals?

3. Explain the term "Divine Intervention."

4. List some other symbols or phrases on other forms of currency that you don't understand or that you think have a religious or historical background.

FEATURE (symbols / phrases)	MEANING OR SIGNIFICANCE (background)

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The National Motto

In God We Trust

The United States National Motto, "In God We Trust," expresses the ideas from the 1776 Declaration of Independence that nature's God is the Creator who gives humans equal rights to life, liberty, and the pursuit of happiness and who is the Supreme Judge of the world.

1814 "The Star-Spangled Banner," the national anthem of the United States, written by Francis Scott Key, states in the final stanza:

"And this be our motto, In God is our Trust."

1863 In the Gettysburg address, President Lincoln said, "This nation, under God, shall have a new birth of freedom."

1864 President Lincoln declared that the words "In God We Trust" be printed on all coins of the United States. The words "In God We Trust" have been printed on all United States coins since 1864.

1954 Congress added the words "under God" to the Pledge of Allegiance to the flag of the United States.

1955 Congress ordered that "In God We Trust" be printed on all the paper currency of the United States.

1956 Congress designated "In God We Trust" as the national motto. Congress proclaimed a National Day of Prayer which has been celebrated annually on the first Thursday in May since the early 1950s.

1970 Legal attacks and efforts to remove "In God We Trust" from money of the United States were rejected by the courts.

★ Statue of Liberty ★

Purpose

The purpose of this lesson is to teach students four reasons why people immigrate to the United States. The lesson handout contains a reading passage on the reasons for immigration, information about the Statue of Liberty, and the poem, "The New Colossus." Students complete a vocabulary and comprehension activity based on the handout and then create a collage.

Objective

1. The student will identify and describe four reasons for immigration.
2. The student will discuss the history and ideology of the Statue of Liberty.

Theme-Freedom

The Statue of Liberty serves as a monument to and reminder of the idea of liberty for all people and nations. The monument also stands as a symbol of liberty for the millions who use it as a gateway to secure liberty by entering the United States, a liberty established in the Declaration of Independence and guaranteed by the Constitution.

NCSS Standards

IVe. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
Vg. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
IXa. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding....
IXb. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.
IXf. demonstrate understanding of concerns, standards, issues, and conflicts related to...human rights.

Time

60 minutes

Materials

- ★ Statue of Liberty handout, activity sheet, and sample collage formats.
- ★ Dictionaries
- ★ Art supplies and picture sources (e.g., magazines, calendars, newspapers)

Preparation

★ Copy "Statue of Liberty" hand outs, activity sheet, collage samples.
★ Gather art supplies and pictures.

Focus

Have students brainstorm why people would leave their home, family, friends, and country to go to a new place where they might not know the language, the people, or the land. Write responses on the board.

Activity

1. Students will read the Statue of Liberty handout and complete the vocabulary and comprehension activity sheet.
2. Students may work individually, with partners, or in groups to create a collage using words and pictures to illustrate the four reasons for immigration. See samples. Students may refer to their textbooks or other resources as needed. Each collage may include one or all four reasons for immigration. Students may include examples of reasons for both colonial and modern immigration.

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Closure

Ask students to name the four reasons for immigration. Ask for examples of each reason learned from the discussion, reading passage, and/or collage activity.

Assessment

Students will write a letter or diary entry from the perspective of a new immigrant, describing his/her reasons for coming to the United States and what the statue means to him/her.

The Context of the Statue of Liberty

The statue is a gift to America from the people of France. Its original name is *Liberty Enlightening the World.* The statue represents the idea of Liberty. Liberty, Sam Adams wrote, is "...first, a right to life; second, to Liberty (Freedom); third, to prosperity;" When the Americans secured these ideas with revolution, other countries were encouraged to fight for their freedom. And since then, millions of people have immigrated to the United States of America.

The first Americans migrated from Asia across the Bering Strait into North America thousands of years ago. Later, European kings in search of wealth and power sent people here to explore and settle the Americas. In 1776, the English colonists declared independence from their king and established the United States of America. Since that time, generations of immigrants from all parts of the world have come to live in the United States.

From 1892 to 1954, twelve million immigrants passed through Ellis Island into New York. Today, over 100 million living Americans are descendants of immigrants who entered the United States through Ellis Island. Since 1886, the Statue of Liberty has stood near Ellis Island in New York Harbor. At the base of the statue is a poem, "The New Colossus" by Emma Lazarus. In the poem, the statue is referred to as the Mother of Exiles. An *exile* is someone who has left his own country either voluntarily or by force. The Statue of Liberty has welcomed millions of immigrants who have left their own countries to seek a new and better life in America.

Throughout America's history, people have immigrated to the United States for several reasons:

The most popular reason for coming to America has been *economic* opportunity. The hope of finding a better life in the United States has brought generations of immigrants here.

Many immigrants have fled to America to escape *religious* persecution in their homelands. Many of the earliest colonists including the Pilgrims came here so they could freely practice their religion.

Immigrants have come to America to escape various forms of *political* unrest. They have left their home countries because of wars, revolutions, and oppressions by government officials.

Many immigrants leave their countries for *social* reasons. In colonial times, English debtors, who were imprisoned until they could pay their debts, were offered a new life of freedom and opportunity in Georgia. In countries where kings ruled, people were born into a certain social position and usually never changed. America became a place where people could improve their position in life through education, hard work, and determination. Generations of immigrants to America have come here to find freedoms, protections, and opportunities not available to them in their home countries.

The New Colossus

by Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

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The Theme is Freedom

(excerpts)

By M. Stanton Evans
Regenery Publishing Company, Washington, D. C., 1994

If we want to find the sources of our freedom, we first need to know what freedom is, as Americans have historically defined it. Our definition of freedom in these pages means *the absence of coercion* to the extent that this is feasible in organized society. It means the ability of human beings to act in voluntary fashion, rather than being pushed around and forced to do things. Someone who does something of his own volition is free; someone forced to act at gunpoint isn't. This seems an obvious enough distinction, and, in an age disgraced by the totalitarian horror, a useful one to keep in focus.

It (freedom) means, for instance, the ability to decide things on a voluntary basis, but says nothing at all about *what* will be decided. This gives freedom a status of its own, a helpful feature if we want to compare or contrast it with other values. Even so, it comes attached with a proviso: Liberty to act on one's own behalf must be fenced off by the equal liberty of others, so that freedom for one individual doesn't becomes oppression for a second. Freedom in this sense must be mutual, so as not to contradict the basic premise.

Most important for our discussion, freedom thus defined also entails a certain kind of governing system. If a regime of liberty is to exist, some agency must forestall the use of force or fraud by which one person invades another's rights, render justice in doubtful cases, and provide a zone of order in which people may go about their affairs in safety. This agency is the government. Its basic job is to maintain the equal liberty of the people, by preventing various species of aggression. Likewise, for identical and fairly obvious reasons, government also must be precluded from violating freedom. Taken together, these concepts add up to the notion of the order-keeping state, which protects its citizens from hostile forces, but is itself restrained in the exertion of its powers.

Establishing such a regime of freedom is no easy matter, as it requires a proper balance between the requirements of liberty and those of order. Government needs sufficient power to do its job, but not too much--which would endanger freedom. The dilemma was summed up by Burke: "To make a government requires no great prudence. Settle the seat of power, teach obedience, and the work is done. To give freedom is still more easy. It is not necessary to guide; it only requires to let go of the rein. But to form a *free government*, to temper together these opposite elements of liberty and restraint in one consistent work, requires much thought, deep reflection, a sagacious, powerful, and combining mind."

Similar thoughts about the topic were expressed by the Founders of our republic. Indeed, Americans will have no trouble recognizing the view of government we have been describing, since in general outline it is our own: an emphasis on voluntary action, safeguards for individual rights, limits on the reach of power. The core ideas of American statecraft have been, precisely, that government exists to provide an arena of ordered liberty, but that government in turn must be prevented from violating freedom.

Statue of Liberty

Worksheet

1. What country gave America the statue?

2. What is the original name of the statue?

3. The statue stands for what idea?

4. List Sam Adams' definition of the above idea.

List the four reasons people immigrate to the United States.

1.

2.

3.

4.

Define these words from "The New Colossus" on the back of this sheet.

1. colossus
2. brazen
3. exiles
4. beacon
5. pomp
6. yearning
7. wretched
8. refuse
9. teeming
10. tempest

Explain the following phrases from "The New Colossus:"

1. *"Keep ancient lands, your storied pomp!"*

2. *"Give me your tired, your poor, your Huddled masses yearning to breathe free...."*

3. *"I lift my lamp beside the golden door!"*

Why do you think Emma Lazarus called the Statue of Liberty the "Mother of Exiles"?

★ Statue of Liberty ★

Reasons for Immigration

1.

2.

3.

4.

Reasons for Immigration

1.

2.

3.

4.

Colonial

Modern

Reasons for Immigration

Colonial

Modern

Reasons for Immigration

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★ The Pledge of Allegiance ★

Purpose

The purpose of this lesson is to teach students the meaning of the words and phrases included in the Pledge of Allegiance. Students should understand that reciting the Pledge is an act of citizenship in which citizens pledge their commitment to important American values. A reading and vocabulary activity focus on the meaning of the Pledge.

Objective

The student will discuss and explain in writing the history and meaning of the Pledge of Allegiance to citizens of the United States.

Theme-Unity

When recited, the Pledge of Allegiance is a declaration of loyalty to the United States. Every day many U.S. citizens give their word to support and defend the United States.

NCSS Standards

IVa. relate personal changes to social, cultural, and historical contexts.
IVb. describe personal connections to place--as associated with community, nation, and world.
VIa. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
Xb. identify and interpret sources and examples of the rights and responsibilities of citizens.

Time

45 minutes

Materials

- ★ "The Pledge of Allegiance" activity sheet
- ★ "The Meaning of the Pledge" transparency/handout
- ★ Dictionaries

Preparation

- ★ Copy the "Pledge of Allegiance" activity sheet for each student.
- ★ Prepare "The Meaning of the Pledge" as a transparency, or copy it as a handout for students.

Focus

Ask a student to volunteer to recite the Pledge. Ask students why it is important to pledge to our flag.

Activity

1. Have students read "The Pledge of Allegiance" handout and define the words at the bottom of the handout.
2. Provide handouts or show a transparency of "The Meaning of the Pledge." Read and discuss the meaning of the phrases of the Pledge. Have students compare their definitions with the definitions on the Meaning handout.

Closure

Discuss with students the relationship of the phrases in the Pledge to important civic values such as representative government, unity, liberty, and justice.

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Assessment

Students will rewrite the Pledge of Allegiance, substituting the six vocabulary words on the activity sheet with familiar words derived from their definitions/descriptions/synonymns. Students will create a pledge written in words they can easily understand.

The Pledge of Allegiance

The Pledge of Allegiance first appeared in the magazine *Youth's Companion* in September 1892. It was first used in public schools on October 12, 1892 in celebration of the 400th anniversary of the discovery of America by Columbus.

The words of the Pledge have been changed twice. In 1923, the words "my flag" were changed to "the flag of the United States of America." The words "under God" were added in 1954 by an act of Congress.

The Pledge is now part of the Federal Flag Code passed by Congress on July 7, 1976. It can only be changed by proclamation of the President of the United States as Commander-in-Chief of the military.

The text of the Pledge is below.

I pledge allegiance to the flag
of the United States of America
and to the Republic for which it stands,
one Nation under God, indivisible,
with liberty and justice for all.

Define these words from the Pledge:

★ **pledge**

★ **allegiance**

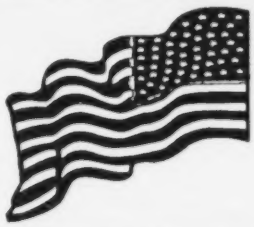
★ **republic**

★ **indivisible**

★ **liberty**

★ **justice**

The Meaning of the Pledge



I
means the person saying the Pledge.

pledge
means a promise.

allegiance
means support or loyalty.

to the flag of the United States of America
means the flag is a visible symbol of our country.

and to the Republic
means we have a government of representatives elected by the people.

for which it stands,
means the flag is a symbol of our republican form of government.

one Nation
means all the states together are one country.

under God,
means rights such as "Life, Liberty, and the Pursuit of Happiness" are given to us from a higher power than man.

indivisible,
means our country cannot be divided.

with liberty
means the freedom to live as you wish as long as you respect the rights of others.

and justice
means fairness under the law for all people.

for all.
means for everyone, whatever their sex, age, race, religion, or beliefs.

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★ What is an American? ★

Purpose

The purpose of this lesson is to teach students that while Americans come from a variety of backgrounds, they all share certain values, beliefs, and experiences. Students create a collage to illustrate these themes.

Objective

1. The student will describe what it means to be an American.
2. The student will discuss the uniqueness of the country in which we live.

Theme - Responsibility & Unity

As Americans we should celebrate and honor diversity, recognizing that while Americans are very different we all make up our one nation.

NCSS Standards

Ib. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
IVb. describe personal connections to place--as associated with community, nation, and world.
IVc. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
IVh. work independently and cooperatively to accomplish goals.

Time

60 minutes

Materials

- ★ Poster board, markers, scissors, and glue
- ★ Picture sources

(e.g., magazines, calendars, newspapers)

Preparation

Gather sets of art materials for students to work in groups.

Focus

Write "What is an American?" on the board. Solicit responses from students and write the answers in two columns labeled "Different" and "Similar." Be sure to include the reasons why various groups have come to America. Discuss with the students the fact that while there is much diversity among Americans, there are important things that we share.

Activity

Students will work in groups to create collages titled, "What is an American?" Remind students to include images and symbols that represent the diversity of individuals living together as a family in one nation. Have students compare the "American family" of 281,000,000 citizens to their own families. Remind students that just as each member of their family is important, so also is every citizen important to the American family. Further, just as individual family members can draw strength from one another, so can American citizens of one nation draw strength from all other citizens to enjoy and improve each of their lives. Let students know they are vital members of the American family. Students can present their collages to the class when they are finished.

Closure

Review the list made in the Focus as well as the student collages to find things Americans have in common.

Assessment

To answer the question, "What is an American?," students will write an essay describing both differences and similarities among Americans.

What is an American?

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